

**LEARNER MOBILITY AND LEARNING AND TEACHING: A CASE STUDY AT A
SECONDARY SCHOOL IN PRETORIA**

Submitted by

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in fulfilment of the requirements

for the degree of

MASTER OF EDUCATION

In

CURRICULUM STUDIES

In the

COLLEGE OF EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR H.J. KRIEK

JUNE 2020

ABSTRACT

The aim of this study was to determine the impact that learner mobility has on teaching and learning. Although many factors affect teaching and learning, these factors need to be looked at in the context of the present situation. In South Africa, parents have freedom of choice to quality schools for their children in any area. The quest for quality schools has led to an unexpected increase in learner mobility around the country. Despite this, learners have to travel long distances to and from school daily which has an effect on learning and teaching.

The researcher applied a qualitative research approach using an exploratory case study. Data was collected at only one secondary school by interviewing learners, educators, a School Management Team member and parents. Findings indicate that learner mobility has a direct and indirect impact on learning and teaching. Directly it results in exhaustion, increased late-coming, poor effort, poor results and bad behaviour of learners as well as frustration and demotivation of educators. Indirectly management of the school becomes difficult and there is also a lack of parental involvement in learners schooling.

The outcomes of this study provided valuable awareness of the effects learners mobility has on learning and teaching. For quality education to be effective, it needs to be available at the learner's doorstep.

Key terms: learner mobility, learning and teaching, quality schools, school choice, township schools

OPSOMMING

Die doel van hierdie studie was om die invloed van leerders se mobiliteit op hulle onderrig en leer te bepaal. Die talle faktore wat onderrig en leer tans beïnvloed, moet ondersoek word. In Suid-Afrika kan ouers hulle kinders na 'n goeie skool in enige gebied stuur. Die gewildheid van goeie skole het landswyd 'n onverwagte toename in leerdermobiliteit tot gevolg gehad. Die groot afstande wat leerders elke dag skool toe en huis toe moet reis, het 'n uitwerking op hulle onderrig en leer.

Die navorser het 'n kwalitatiewe navorsingsbenadering gevolg en 'n verkennende gevallestudie onderneem. Data is by slegs een sekondêre skool versamel deur onderhoude met leerders, onderwysers, 'n lid van die skoolbestuur en ouers te voer. Daar is bevind dat hul mobiliteit leerders se onderrig en leer sowel regstreeks as onregstreeks benadeel. Hulle mobiliteit lei regstreeks daartoe dat leerders moeg is, meer en meer laat kom, hulle skoolwerk afskeep, swak gedrag openbaar, en dat hulle punte teleurstel. Dit frustreer onderwysers en maak hulle moedeloos. Die onregstreekse nadeel van leerdermobiliteit is dat dit die bestuur van die skool bemoeilik. Daarbenewens is ouers nie by hulle kinders se skoolopleiding betrokke nie.

Hierdie studie bevorder 'n bewustheid van die nadele wat leerdermobiliteit vir onderrig en leer inhou. Goeie onderrig raak ondoeltreffend as die skool ver van die leerder se huis af is.

KAKARETSO

Sepheo sa phuputso ene ele ho fumana tshusumetso eo ho kgona ho tsamaya habonolo le ka ka ho lokoloha ha baithuti ho nang le hona ho ithuteng le ho ruteng. Leha ele hore ho na le mabaka a mangata a amang ho ithuta le ho ruta, mabaka ana a lokela ho shejwa maemong a boemo ba hajwale. Mona Afrika Borwa, batswadi ba na le tokoloho ya ho kgetha dikolo tsa boleng bakeng sa bana ba bona sebakeng sefe kapa sefe. Tabatabelo ya dikolo tsa boleng e lebisitse ho keketseho e sa lebellwang ya ho kgona ho tsamaya habonolo le ka ho lokoloha ha baithuti ho potoloha le naha. Ho sa tsotellehe sena, baithuti ba tlameha ho tsamaya maeto a malelele ho ya le ho kgutla sekolong letsatsi le letsatsi, e leng se nang le phello ho ho ithuta le ho ruta.

Mobatlisisi o sebedisitse mokgwa wa boleng wa dipatlisiso ka ho sebedisa phuputso e ikgethang e hlalosang. Datha e ile ya bokellwa sekolong se le seng se bohareng ka ho botsa baithuti, matitjhere, setho sa moifo wa tsamaiso ya sekolo le batswadi dipotso. Diphumano di bontsha hore ho tsamaya habonolo le ka ho lokoloha ha baithuti ho na le tshusumetso e tobileng le e sa tobang ho ho ithuta le ho ruta. Ka tsela e tobileng, e lebisisa ho mokgathala, ho fihla kamora nako ho eketsehileng, boiteko bo fokolang, diphetho tse seng hantle le boitshwaro bo bobele ba baithuti hammoho le ho nyahama le ho fokotseha ha boikemisetso ho matitjhere. Ka tsela e sa tobang, tsamaiso ya sekolo e ba thata mme ho ba le kgaello ya bonkakarolo ba batswadi ho ithuteng ha baithuti.

Diphetho tsa phuputso ena di fana ka tlhokomediso ya bohlokwa eo diphello tsa ho tsamaya habonolo le ka ho lokoloha ha baithuti di nang le tsona ho ithuteng le ho ruteng. Hore thuto ya boleng e be e atlehileng, e lokela ho fumaneha monyako wa moithuti.

DECLARATION

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I declare that this dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.



18 JUNE 2020

Komala Krishnan

Date

DEDICATION

This study is dedicated to my late grandfather Mr. G. Krishnan (1901-1985). He too was once an agent of learner mobility of the time when he left South Africa for India to complete his schooling at S.M.H. High School, Shiyali, Tanjore District in Madras, India.

ACKNOWLEDGEMENTS

- I humbly and greatly thank God for giving me the strength and insight to complete this study.
- My supervisor, Dr. H.J. Kriek, without whom I would have not have completed this study. Thank you for your invaluable expertise, encouragement, support and patience.
- My son, Pranay, for being my inspiration to further my studies.
- To my parents and grandparents, although deceased, I have always felt your guiding light shine on me during this journey.
- The Gauteng Department of Education, for giving me permission to conduct my research at Himalaya Secondary School in Pretoria.
- The principal of Himalaya Secondary School, Mr. V. Padayachy, for granting me access to the participants at the school premises.
- The parents of the learner participants for giving their consent to interview their children.
- All the learners, educators, senior management team members, and parents, of Himalaya Secondary School, who participated in the interviews and provided valuable information for this study.
- My colleague, Paradzayi Mugani, for aiding me with Turnitin, an editor, technical support as well as motivating me and pushing me towards the finishing line.

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ACRONYMS

ACE-SL	Advanced Certificate of Education of School Leadership
CAPS	Curriculum Assessment Policy Statements
COLTS	Culture of Learning, Teaching and Services
DAS	Development Appraisal System
DET	Department of Education and Training
EFA	Education for all
ELRC	Education Labour Relations Council
GDP	Gross domestic product
HOD	House of Delegates
HOR	House of Representatives
HSS	Himalaya Secondary School
IQMS	Integrated Quality Management Systems
OBE	Outcomes Base Education
RNCS	Revised National Curriculum Statement
SBA	School-based assessment
SES	Socioeconomic status
SGB	School Governing Body
SMT	School management team
UNICEF	United Nations International Children's Emergency Fund
WSE	Whole School Education

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

'Learner mobility' is a term used for South African learners who travel far from home on a daily basis to get to school (de Kadt, Norris, Fleisch, Richter & Alvanides 2014:173). Never before in the country's history has this phenomenon occurred on such a large scale; after democracy was established in 1994, travel surveys unexpectedly found that 50% of trips made in South Africa's metropolitan cities were for education. Educators, tertiary education students, school learners and parents taking learners to school undertake these trips (Behrens 2003:1; Mngaza, Van Zyl & Dhlamini 2001:3). Thus, children are able to express their own needs about school travel and are considered "active agents" (Marique, Dujardin, Teller & Reiter 2013:2). The reasons for learner mobility, according to Sujee (2004:44), include the quest for school quality. According to information published in 2010, the distance that learners travel to school should not be more than 5 km from home as this could pose a barrier to education (Fairhurst & Nembudani 2014:153-154).

One of the important considerable achievements of the school system in South Africa has been the delivery of schooling for all learners. Despite this high enrolment rate and massive investment in education, (5% of GDP), the provision of quality education by the system still remains a major problem in most schools (Frempong, Reddy & McKay 2013:1). According to Mncube and Harber (2010:614), from the start of democracy in South Africa, the phrase 'quality education' has appeared in official documents and in those policies which strived to establish equity and equality in South African schools. In the teaching and learning situation, the majority of educators and learners are still facing many trials regarding quality education although it is more than two decades since democracy (Fairhurst & Nembdani 2014:153-154). Since 1994 in South Africa, many initiatives have unsuccessfully been tried with the aim of providing quality education to all students (Mncube & Harber 2010:614). The presence of school fees and huge backlog in education provision inherited from apartheid means that we still have a highly unequal education system (Motala 2001:63-64). This has no doubt resulted in the increase of learner mobility in the country. It should be stressed that learner mobility is only one expression of school choice in South Africa (de Kadt 2012:3).

School quality and parental choice pre-decides travel distance (He 2011:96). South Africa's current education policy is aimed at 'reform'. At the heart of the policy reforms was a creation of a single, integrated education system (Sayed, Kanjee & Nkomo 2013:72). After 1994, policy made schooling mandatory for all, and it also allowed parental school choice in any area. Hence, parents exercised their rights to send their children to better-resourced schools. Unfortunately, these schools are not always nearby, and learners travel long distances daily to gain access to quality education. This incurs additional transportation and time costs for them (Yamauchi 2011:147). Behrens (2003:1) aptly refers to these learners as "the child trip generation". Travel time or distance to school indicates the difficulty facing a learner travelling between home and school (Lin, Huang & Ho 2014:234). The aim of this study is to find out how learner mobility in South Africa affects teaching and learning.

Himalaya Secondary School (HSS), previously classified as an 'Indian' school in Laudium, Gauteng, is chosen by many black African parents as the school of choice for their children. The school is one of two secondary schools in Laudium, a formally Indian township in Pretoria. Black learners migrate from surrounding townships to Laudium for quality education. According to Pampallis (2003:153), black African enrolments in Gauteng's former Indian schools have risen much faster than in white schools. This could be due to the fact that formerly Indian schools are closer to African townships than formerly white schools, they tend to charge lower school fees, and they are possibly less resistant to admitting large numbers of black African learners. The changing demography of formerly Indian schools also suggests that Indian learners are choosing to move more and more to formerly white schools and private schools. Learner mobility of black African learners has resulted in the integration of schools since democracy in South Africa. However, the enrolment of African learners at previously white, Indian and coloured schools is done at a great expense and sacrifice to parents. However, white, Indian and coloured learners do not migrate into black township schools. Likewise Indian and coloured learners migrate to former whites-only schools (Sayed et al. 2013:40, 41). The researcher, being a resident of Laudium, has observed that the younger generation has also moved out of Laudium to areas that are closer to their places of work. This has contributed to the further decline of the enrolment of Indian learners in the schools of Laudium. If it were not for the enrolment of black African township learners, these schools would probably face closure.

Teaching and learning are complicated practices that are impacted by many different circumstances, only a few of which are in the educator's control and none of which are completely understood (Killen 2010:1). As a result, factors affecting teaching and learning need to be looked at in the context of the present situation in South Africa. The fact that some learners commute over long distances daily must be kept in mind by the educator when teaching and assessing them. School managers have to consider this when managing the school. According to Neluvhola (2007:120), school choice poses pertinent challenges for South African principals and their school management teams (SMTs). It is for this reason that the study will highlight how learner mobility creates problems in teaching and learning in a South African context.

1.2 PROBLEM STATEMENT

One of the main objectives of education worldwide is to identify schooling policies that provide opportunities for all learners to succeed at school. In South Africa, this objective is of great importance, particularly in a highly unequal society that is attempting to redistribute opportunities (Frempong, Reddy & Kanjee 2011:820). Numerous challenges are experienced when attempting to understand how to improve entire schooling systems, and not only individual schools, in a sustainable and cost-effective manner.

South Africa's education policy is aimed at 'reform'. According to Frempong et al. (2011:819), in South Africa reform in education envisions schooling where all learners, irrespective of their background characteristics, are given the chance to succeed. Because parents are given the opportunity of school choice, they often choose schools away from home because 'good' schools are not available nearby, hence the increase in learner mobility after democracy in South Africa. This contributes to the challenge of learner transport from their homes to school. The importance of learner travel has been identified in travel surveys carried out in Pretoria and Durban during the morning peak period in urban areas. These surveys noted visible contrasting traffic-jam patterns during school holidays and terms (Behrens 2003:3), noting the contribution of transport of children to schools by various means (private cars, taxis and buses) to traffic congestion during peak periods.

According to Mncube and Harber (2010:615), there is currently worldwide consensus that education quality almost always consists of a sensible combination of pedagogic

inputs, teaching-learning procedures and learning results. Quality is furthermore an amalgamation of what happens inside the classroom and outside with the foresight of the kind of individual and community the schooling system aims to develop. Hence, learner mobility needs to be explored as a factor that hampers teaching and learning. According to Lin et al. (2014:235), travel difficulties, such as commuting time or distance back and forth to school, have a negative effect on academic achievement. Maile (2004:99) argued that although learner mobility allows freedom of choice for the parent and the right to education, it has serious consequences for teaching and learning.

1.3 RESEARCH QUESTIONS

From the discussion in the problem statement above, the following primary research question arises:

How do long periods of learner mobility affect learner teaching and learning?

In an attempt to discover solutions for this main investigative problem, the following secondary questions are first investigated. The answers to these secondary questions can suggest solutions to the main problem:

- How does learner mobility affect the learner?
- How does learner mobility affect the educator?
- How does learner mobility affect the managing the school?
- How does learner mobility affect parents?

1.4 AIMS AND OBJECTIVES OF THE STUDY

By recognising the consequences that school availability has on the learning achievement of learners can assist in the planning and the evaluation of the policies governing compulsory education (Lin et al. 2014:233).

The aim of the study is to investigate the impact learner mobility has on teaching and learning. This awareness could assist the government in providing quality education for learners in the areas where they live. In order to accomplish this, the following objectives are pursued:

- Explore the opinions and experiences of learners who travel from far to school daily.
- Investigate the opinions and experiences that educators have of learners who travel from far to school.
- Determine the opinions and experiences of management at the school regarding the effect that learner mobility has on managing the school which impacts on teaching and learning.
- Investigate the opinions and experiences of parents of children who travel long distances to school.

1.5 MOTIVATION FOR THE STUDY

The researcher is an educator with 22 years' teaching experience who has taught in two formerly Indian schools. Through observations over the years, the researcher has realised that, in both schools, the majority of learners are black learners who migrate daily to school from surrounding townships. The researcher became interested in this field of study after having first-hand experience with these learners and observing the impact long-distance travel has on teaching and learning in the classroom.

Economic productivity and growth in personal income are linked to education (Heyneman 2004:441). Education needs to be easily accessible to achieve this reality. The intention of this study is to highlight the impact of long-distance travel on teaching and learning. It will hopefully contribute to create an awareness of the importance of improving the quality of education nationally in previously disadvantaged areas as to avoid learners travelling long distances.

The study will be limited only to township learners of HSS who commute daily to school. The learners in the other schools in Laudium who come from the same township travel together with the same mode of transport despite attending different schools in the area.

1.6 DEFINITION OF KEY CONCEPTS

1.6.1 Learner mobility

According to de Kadt (2012:3), the term "learner mobility" is used to refer to the daily travel of learners to schools that are not the nearest school to their homes. It is derived

from the phrase “learner migration”, which has previously been used in the South African literature on the travel patterns of learners which have tended to focus on traffic patterns during school terms and school holidays (Behrens 2003:1). This term, however, has not obtained widespread usage outside of fairly limited literature. It is also referred to as “scholar travel”. In the current study, the term ‘learner mobility’ is used. For the purpose of this study, learner mobility is limited to learners who travel more than 10 km in a single trip to a school outside their place of residence.

1.6.2 Learning and teaching

Change is brought about by experience when a person interacts with their environment: this qualifies as learning (Woolfolk 2007:206). Learning takes place when a change occurs in a person’s knowledge or behaviour. The change may be intentional or inadvertent, good or bad, right or wrong, and conscious or unconscious. Learning is the process of joining comprehension to cognitive processes by developing skills that are transferable to everyday situations. Additionally, learning is a social experience (Schiering, Bogner & Buli-Holmberg 2011:19). Learning is a complex event which is controlled by numerous factors. At its foundation, it depends on experiences that impact the behaviour and disposition of people (Schiering et al. 2011:19).

Teaching is the act of conveying information for learning. This may be achieved in many different ways. Essentially, teaching can be defined as the method used for delivery that is used daily in the classroom or other settings where learning takes place (Schiering et al. 2011:13).

1.6.3 School choice

A school choice policy allows parental freedom when selecting options for their children’s formal schooling (Colburn 2012:207). According to Ben-Porath (2012:175), the aim of such policies is to promote equality of conditions, which includes the improvement of access to quality schools.

In South Africa, quality schools are geographically unevenly distributed and achieving reconciliation is a complex and difficult process (Paulson 2011:105). School choice is thus used as a means for achieving equity. Parents choose to send their children to better-quality schools which are lacking in their areas of residence. According to de Kadt (2012:25), as the major determinant of the ability to exercise choice seems to be

the ability to pay higher fees as well as transportation costs, it is probable that the ability to exercise choice is linked to socioeconomic status. Black middle-class parents wasted no time in exercising this right once previously segregated schools were open to all races.

1.6.4 Quality schools

According to Wittek and Kvernbekk (2011:671,672), the question of what quality in pedagogics is has never had an explicit, obvious answer, although it is generally agreed that quality means “fitness for purpose” as well as “fitness of purpose”. Quality schools are regarded as ‘good schools’ in South Africa. Education quality is crucial for wealth formation and in the long run level of income. High quality education contributes to the alleviation of poverty (Castelló-Climent and Hidalgo-Cabrillana 2012:407)

1.6.5 Township school

In this context, a township school is a school that is found in a black township that was created by the apartheid government in South Africa. These schools historically only admitted black children (Neluvhola 2007:14). Prior to 1994, the education system was fragmented and unequal. It consisted of 19 education departments that were divided according to race and ethnicity. These departments had different curricula which were biased against the black population, and different systems of assessing learners, which were also racially -based. Black departments were grossly underfunded. White learners were funded up to nine times better than other learners, resulting in an inadequate distribution of educational facilities and learning resources. In black departments, particularly, the resource imbalance was characterised by huge learner/educator ratios, inadequate infrastructure, poorly qualified educators, leading to unequal opportunities to education and unequal learning results for black learners (Sayed et al. 2013:7), although coloured and Indian learners were also affected.

1.7 RESEARCH METHODOLOGY

1.7.1 Research approach

A qualitative research approach was used by the researcher in this study. According to McMillan and Schumacher (2006:26), both qualitative and quantitative designs are systematic in nature, but qualitative designs stress gathering data on naturally

occurring phenomena. The majority of this data is expressed in words instead of numbers and to gain a broader understanding of a phenomenon, the researcher must therefore use different methods to do research. Qualitative research designs can essentially be classified as interactive or non-interactive and are then further described within each of these major types. They involve taking notes in the field, interviewing, conducting historical investigation, and carrying out case studies (Willis 2008:199).

A case study will be used by the researcher for this study. Case studies have been defined as observed enquiries that investigate a current occurrence within its actual circumstances, especially when the limits connecting occurrence and circumstances are not clear (Yin 2009:13). They are used extensively in educational research. The reason for this is that quantitative approaches do not provide a way for the researcher to record or question the 'real world' in its intricacies like qualitative cases do. In comparison, case studies can also accentuate a comprehensive background analysis of restricted countless occurrences and their connections (Klein 2012:70).

According to Willis (2008:212, 213), three types of case studies are:

- Explanatory – considers causes as to why a phenomenon occurred the way it did. In such studies, the researcher does not expect readers to deduce the findings in general because the circumstances investigated are unique.
- Exploratory – an attempt to provide more understanding about a specific phenomenon with the assumption that the information collected will be used to conduct and structure more research. These are sometimes called pilot studies.
- Descriptive – the intention is to report, in some detail, the situation and the occurrence. Generalisation and implications are typically left to the reader rather than the researcher. A similar term is an illustrative case study.

For this study, an exploratory type case study was used because learner mobility is a phenomenon that occurred after democracy and is still occurring. An interactive qualitative method was used because this method uses face-to-face methods to gather information from individuals in their natural surroundings. Information was gathered from learners, educators, an SMT member at the school and parents of learner participants.

1.7.2 Population and sampling

Population refers to the group of people (or animals or objects) about whom you plan to write in your research and from which you intend to draw your sample (Davies 2007:55). A sample is the strategic, referred, random, or chance selection of participants. Sampling may be used to accumulate a broad or a rigidly focused analysis of perspectives (Saldaña 2011:33).

Purposeful sampling techniques were used for this study. This type of sampling is done to expand the efficacy of data gathered from small samples. It means that the characteristics of the participants must be determined prior to the sample selection. Thereafter the investigator looks for key primary participants, groupings, locations or occurrences to investigate (McMillan & Schumacher 2006:319). Maximum variation sampling was used for this study. Learners travelling from different townships (one in each grade) as well as one educator of each grade and three parents from different townships were selected to highlight different aspects of the problem.

1.7.2.1 Sample size

- Learners – two learners from five different townships, that is more than 15 km away from the school, were chosen. The total number of learners is 10.
- Educators – one educator from each grade was chosen. The total number of educators is 5.
- School management team – one member was chosen.
- Parents – three parents of the learners participating were chosen.

1.7.3 Data collection

In qualitative research, the assortment of data accumulation techniques ranges from questioning and observation to the use of artefacts, reports and historical information (Davies 2007:151). The instrument used for this research was interviews. Many, if not most, qualitative research studies rely on interviews with participants (Saldaña 2011:32). Qualitative interviews can be aimed at generating exploratory and descriptive data that may or may not lead to the development of theory (Hesse-Biber & Leavy 2011:94). Since the researcher is an educator at HSS, these interviews will occur on site. These interviews used structured interview guides. The guides have

simple leading statements or questions which direct interviews so that optimum information can be obtained. The necessary ethical measures were adhered to, as discussed in the next section.

1.7.4 Ethical considerations

According to Klein (2012:22), ethical considerations are essential in any research study. A researcher should consistently, to the best of their capability, anticipate likely places in the study where ethical problems may arise.

Most research assignments require that participants give 'informed consent'. This means that the participants sign a consent form which defines their right to privacy or to withdraw, and which explains fully the purpose and planned course of action for the study. Consent also raises issues around respect and autonomy (Atkins & Wallace 2012:32).

The researcher gave each participant a consent form to sign after explaining the nature and procedure of the research. Learners were asked to get their parents to sign on their behalf as they were too young to give consent.

1.7.5 Pilot study

According to Saldaña (2011:37), to assess the quality of questions, the interview protocol pilot needs to be tested with someone not involved with the study. Pre-testing of the interview schedule was carried out on the site with people who did not form part of the sample population. The researcher selected one learner, one educator and one SMT member for the pilot study. The responses were analysed and items adjusted if deficiencies were revealed.

1.7.6 Data analysis and interpretations

Qualitative researchers often have to base their arguments on the 'weight of evidence' instead of convincing evidence. When doing research using qualitative data one needs to search for repetitive topics – plans, similarities and responses which come up frequently in multiple sources (Atkins & Wallace 2012:210).

Data were collected by using audio recordings of the interviews for this study. Transcriptions of the recorded interviews were carefully scrutinised and analysed over

a time span in order to gain familiarity with their contents and to be able to identify categories and recurring patterns to create themes for analysis.

1.8 DIVISION OF CHAPTERS

In Chapter 1, the overview of the research study is outlined. The research issue is introduced and demarcated. The aims and objectives of the research study are presented, motivation for the research study is discussed, definitions of key concepts are clarified and the research methodology is outlined.

In Chapter 2, literature is studied by gathering, reading and synthesising prior research on relevant subject matter for this study. The conceptual and theoretical frameworks are presented in this chapter. The literature review focuses on quality education, school choice, learner mobility and related factors affecting learning and teaching.

In Chapter 3, strategies of how data were collected, analysed and presented is discussed. The research methodology is described which include the qualitative research approach, case study, population and sampling, data collection methods, interviews, pilot study, ethical considerations, data analysis and interpretation, the role of the researcher and quality criteria.

In Chapter 4, the data gathered are analysed. This includes a focus on the research findings and an explanation and assessment of the research results.

In Chapter 5, with reference to the research outcomes, conclusions are drawn, guidelines developed and recommendations made.

1.9 CHAPTER SUMMARY

This chapter provided an overview of the study and a broad outline of the problem, namely, the impact of learner mobility on teaching and learning. The reason for large scale learner mobility is the quest for quality education. The failure of many initiatives to equip all schools with quality education is the reason why learner mobility can be seen as an expression of school choice by parents. Unfortunately, better-resourced schools are not always close to home and learners have to travel long distances daily. Many factors affect the outcome of learners' academic achievement, and learner mobility could be one of them.

The problem statement, research questions, aims and objectives, motivation of the research study, definitions of concepts and the research techniques were addressed in the chapter. The next chapter consists of a literature review. The following are discussed in detail: quality education, school choice, factors affecting learning and teaching, and learner mobility.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

A literature review situates the study within the context of the existing literature on the topic under discussion (in this case, learner mobility) (Warren & Karner 2015:256). A literature review presents “what we already know” about a topic. It involves gathering, reading, and synthesising prior research on a particular topic (Hays & Singh 2012:114). Literature consists of numerous sources: professional periodicals, academic books and discourses, government records, dissertations, and electronic resources (McMillan & Schumacher 2006:75).

Qualitative inquiry poses unique considerations when conducting a literature review. Because qualitative research tends to be exploratory and emphasises missing voices in the literature, qualitative researchers may find that there are limited studies available on a topic (Hays & Singh 2012:115). Unlike a quantitative researcher, a qualitative researcher carries out an ongoing literature search during data collection and analysis (McMillan & Schumacher 2006:93).

For the purpose of this research; literature on the following topics was reviewed: quality education, school choice, factors affecting learning and teaching, and learner mobility.

2.2 CONCEPTUAL FRAMEWORK

A visible or inscribed result, which explains in either graphic or in chronological form, the essential items to be researched – key elements, concepts, or variables – along with expected connections amongst them is known as a conceptual framework (Maxwell 2013:39). As mentioned in Chapter 1, learner mobility is the result of the quest for quality education in South Africa. It is an expression of school choice by parents. The aim of this study is to find out if learner mobility is a factor that affects teaching and learning. Hence, Figure 2.1 below presents a diagrammatic overview of the concepts addressed in the thesis.

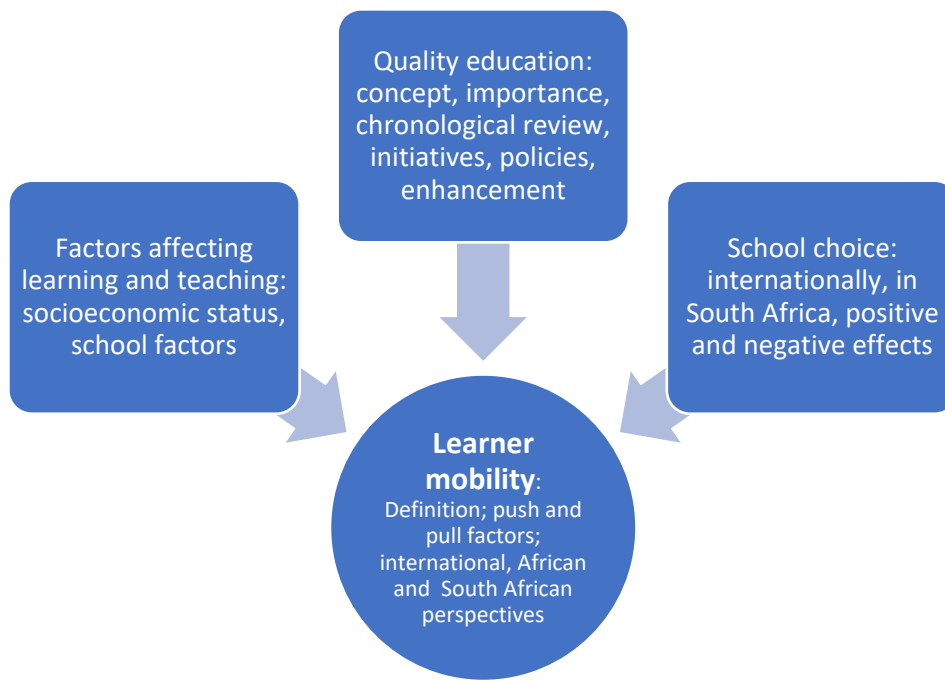


Figure 2.1: Conceptual framework

(Source: Researcher's own)

Quality education is discussed first. The concept of quality, the importance of quality education, the chronological review of school quality in South Africa, initiatives to improve school quality in South Africa and quality education and policy implementation are focused on.

2.3 QUALITY EDUCATION

2.3.1 The concept of quality

Globally the meaning of what 'quality' and 'education quality' is, is by no means clear-cut. Implicit in the idea of quality is that which is desirable, better and of some superior value. The meaning of quality is assumed to be that which is 'better than'. However, what does not appear to be evident is on what principle such findings of being 'better than' are essentially made; in comparison to what and using which benchmark. Questions such as, "quality of what? quality of whom? quality in relation to what?" need to be raised and, when they are, what quality means is then not at all clear (Sayed et al. 2013:39). Frempong et al. (2011:827) identified five broad areas emphasising the concept of quality in education:

- quality of syllabus and resource materials for teaching and learning;

- quality of school environment;
- quality of school staff;
- quality of learner commitment and participation with learning activities; and
- parental participation in education.

2.3.2 The importance of quality education

The ability of education to change communities should not be underrated. Education demolishes the generational patterns of deprivation and illness as well as an indicator of a country's progress and wealth (UNICEF 2008:1). Therefore, schools as well as society are interdependent (Ballantine & Spade 2012:1). However, it is the quality of education that is key. There is a direct correlation between the quality of the educational system and higher education. The result is higher income and a labour force that is more productive and efficient (Frempong et al. 2011:820). Besides sub-Saharan Africa, worldwide there are increasing investments in education quality. Nevertheless, it should not be presumed that educational organisation is firmly linked with education spending. In numerous cases, educational organisation in middle-income countries displays a greater level of proficiency than educational organisation in high-income countries (Heyneman 2004:451). It can be argued that the standard of schooling is related to the institution's ways of learning and teaching (van der Merwe 2011:107). In South Africa, policies and legislative frameworks designed to develop the quality of schools were initiated in response to global calls for Education for All (EFA). However, the challenge still remains of providing people living in poor communities with quality education (Motha & Frempong 2014:686, 694).

2.3.3 The history of school quality in South Africa from the apartheid era (1948-1993) to democracy (1994-present)

During the apartheid era, education in South Africa was based on racist political ideology (Harber 2013:223). The education system was fragmented and unequal (Sayed, Kanjee & Nkomo 2013:7). Separate schooling systems were set up for black, white, Indian and coloureds. The provision of school resources was unequal, with the most money being spent on white education and the least on black education which impacted on the quality of education provided for the different race groups (Harber 2013:165-166). As a result, this led to huge differences in spending per learner and in

educators' salaries. In comparison to black schools, white schools gained the most from this system, like low student: educator ratios and high per capital spending (Todd & Mason 2005:223). Curriculum was written to the advantage of the white learner to either enter into higher education facilities or the skilled labour market (Motala, Dieltiens & Sayed 2012:10). Not much effort was put into the curriculum of the non-white learner and was designed to augment their minor social status. Poor quality education for black learners guaranteed a constant supply of cheap labour for the agriculture, mining and domestic service sectors (Fiske & Ladd 2004: 42,45), this was a deliberate attempt to train black learners for lower graded and lower paid jobs (Harber 2013:167).

In the late 1980s and early 1990s education was authoritarian, unequal and oppressive on the one hand and the expansion of education provision was driven by the discourse of reconstitution on the other hand. The state improved education in an attempt to "modernise" it so as to achieve advanced economic actualities of a better qualified workforce as well as to focus on calls for the abolishment of discrimination. Greater access to schools did not translate into qualitative developments; instead, wider admission policies had little impact on quality and tended rather to increase differences (Motala 2001:65). After realising that the economy required more black workers above the level of menial labour, the government deliberately started to invest in black education in the 1980s. By 1988 more black learners were completing high school than white learners (Fiske & Ladd 2004:50). The early 1990s saw a move from adversarial politics towards a politics of change and reformation. Quality remained an ideal instead of a practical reality (Motala 2001:66). When the apartheid state started collapsing, the government allowed parent bodies of white schools to change their schools legal standing and admit any student (Books & Ndlalane 2011:85).

When it came to designing a new education system after democracy, South Africa faced many challenges due to the legacy of apartheid (Fiske & Ladd 2004: 52). Policies were guided by national values such as access to basic education, equality and quality education for every learner (Fairhurst & Nembudani 2014:153). This change in education consisted of a huge policy undertaking consisting of more than 160 policy texts constituting bills acts, green and white papers and notices and calls for comments; and can be seen as a commitment with quality to change an unfair entirely divided and shattered system (Tikly & Barrett 2013:111). In the post-apartheid

era, revolutionary change in education policy began, with the promulgation of the South African Schools Act of 1996 and changes to the curriculum in 1998. The reasons for this were to adjust to global changes in order to move towards the United Nations' mandate of EFA, and to eradicate biased and discriminatory practices that had excluded the majority from accessing quality education. Post-apartheid education regulation put quality of schooling resolutely on the programme. However, quality remains an ideal that has not yet been achieved, considering such things as the Annual National Assessments results where children cannot read and write at age-appropriate levels, a high dropout rate and poor Grade 12 results (Motala 2001:68).

2.3.4 Initiatives to improve quality education in South Africa

The significance of quality education proceeds to drive the programme for almost all education structures worldwide. However, providing quality education for the poor still remains the most demanding challenge (Frempong et al. 2011:832). In South Africa, the post-apartheid government left behind an unequal education system. The legacy of apartheid was that black township schools were practically ruined, with few resources and apathetic educators and learners (Todd & Mason 2005:223). In order to facilitate the progression of change, legal and regulatory frameworks were established such as attaining reparation and increasing quality according to educational policy (Motala 2001:63). Since 1994, initiatives such as Culture of Learning, Teaching and Services (COLTS) campaign, Whole School Evaluation (WSE), incorporating the Integrated Quality Management System (IQMS), the Development Appraisal System (DAS) and Advanced Certificate of Education in School Leadership (ACE: SL) have been tried in anticipation of transmitting quality education to every learner in South Africa. Nevertheless, many of the initiatives have been unsuccessful in terms of providing better education to all learners (Mncube & Harber 2010:14). Unfortunately, transformation is not happening fast enough (Fleisch 2018:53).

2.3.5 Quality education and policy implications in South Africa

There are two types of factors that are significant to the manner in which school quality is decided in South Africa. First, the inheritance of apartheid enforced historical restraints on budgetary allocations and the separation of population groups on the basis of race. Quality schools were situated in specific neighbourhoods. This restricted

interracial diversity in admission to quality education and maintained ethnic and socioeconomic consistency within areas. Second, even if the movement of populations had been unhindered after the end of apartheid, household-level financial constraints together with the deficient credit market often stop the poor from living in well-off neighbourhoods that present better-quality education opportunities. Consequently, the possibility for quality schooling is geographically connected to socioeconomic status (Yamauchi 2011:146, 147).

Castelló-Climent and Hidalgo-Cabrillana (2012:407) mention the following policy implications with regard to quality education. First, when attempting to encourage human capital accumulation, policy makers usually concentrate on expanding access to education, but this is seldom accompanied by attention to concomitant quality. Second, the attainment of quality in higher education is still a huge challenge in the developing world and dealing with shortcomings in educational quality demands a long-term perspective, transforming educational institutions, laws, and policies. The implementation of the policy process is indeed a complex and difficult job. Despite these complexities, much has been achieved since the advent of democracy. However, challenges remain. Both historical constraints and financial constraints make a difference in terms of admission to quality education. For example, school fees are an indicator of the community's potential to finance local public schools. Therefore, indigent groups in the community bring down school fees, which reduces school quality for all the learners in the school. Since school fees affected school quality, a higher quality of education was provided in formerly white, coloured and Indian schools compared to the most formerly black schools (Yamauchi 2011:148, 150,155).

According to Wolhuter (2014:21), despite the enormous fiscal contribution to schooling, quality cannot be guaranteed with regard to actual facilities, the number of educators provided, and most importantly the anticipated results. Unreliable elements of the system appear to be the syllabus and the lack of effort of educators and the SMT. In national and international studies, many reports found that the poor performance of learners is an affirmation of the challenges experienced in the provision of quality education. In general, the studies indicate that the achievement levels of South African learners are comparatively lower than learners from nations of the same or lesser socioeconomic status (Frempong et al. 2011:820).

According to UNICEF (2008:1-2), the South African education system still grapples with providing quality schooling, despite being relatively close to attaining the Millennium Development Goal on universal primary education and gender equality in schools. Many learners experience a disruptive journey throughout their schooling career, due to lack of attendance, truant educators, adolescent pregnancy and abuse and violence in schools. South Africa's indigence rate still prevents thousands of learner to access better education. Many public schools are without running water, libraries and computers. Access to preschool and special education is insufficient. Most children under the age of four years have no access to good day-care centres and pre-schools, with only 16% of young children having access to these facilities. Bloch (2009:17, 58) describes South Africa's formal education as a "national disaster" because most schools are not delivering the outcomes that are the main objective. In their view, 60-80% of schools can be called dysfunctional. Pampallis (2003:154) states that the migration of learners from black townships to the edge of cities to formerly white, coloured and Indian schools in relatively wealthy areas stems largely from the belief of black parents and learners that these schools offer quality education. Unfortunately, these schools are not close to where they live and learners travel long distances daily to access such quality education.

2.3.6 Areas for enhancing quality in schools

Improvement of quality at schools has been deliberated for many years. According to Motala (2001:75-76), the three crucial domains for improving quality at school level are as follows:

- Teaching and learning needs to be made more prominent. Despite school guidelines highlighting democratic administration and sufficient supplies, they have to be linked to educators' understanding about quality development.
- Building a consciousness of the importance of control and accountability inside the institution is a notable component in functioning schools. Most importantly schools should make the most of any supplies they have within the school and local community.
- The most significant resource in education is the educator. Despite great emphasis being placed on educators' earnings and terms of employment, the function of educators is to offer quality teaching.

School choice is discussed next with the focus on the purpose of school choice policies, school choice around the world and school choice in South Africa as well as the positive and negative effects of school choice.

2.4 SCHOOL CHOICE

2.4.1 The purpose of school choice policies

Globally, school choice policies are used to encourage equity for learners, as well as increasing access to better schools, and overall improvement of school quality (Ben-Porath 2012:171,175). According to van der Merwe (2011:110), multi-national agencies such as UNESCO impact policy determinations and make recommendations to authorities in developing policies on school choice. Parental choice based on academic factors in choosing a school provides a starting point for policies aimed at improving the quality of education (Thieme & Treviño 2011:651).

2.4.2 School choice around the world

In an attempt to resolve pedagogic issues, education authorities globally make use of school choice policies. However, in some countries, parents have always had a choice of schools. In Belgium and the Netherlands, for example, for almost 200 years, students have been able to take state funding to the schools of their choice, including religious schools (Glenn 2011:200-201). In most of Latin America, there are no policies on school choice (Forsey, Davies & Watford 2008:131), and the capacity to pay the costs of school fees or transportation determines parents' choices. On the other hand, not all schools have choice policies. The highly regarded public system in Cuba remains tightly regulated with virtually no options for parents. In France and Germany, traditional norms of equity and standardised treatment hold sway, and judgements about schooling remain the prerogative of the state and educational professionals. In Japan, parents have few opportunities to choose schools within the regular school system, but there is a flourishing demand for *juku* ("cram schools") and other educational programmes (Plank & Sykes 2003:vii).

The United States and South Africa share a past of unequal and segregated education systems. Hence, school choice is used as a proxy for "equity and the right to choose". In the United States, the system of school choice is based on rights – an assumed parental right to oversee the education of their children, as well as parental and learner

rights to gain admission to fair opportunities. In addition, school choice was introduced to encourage transformation and better learning outcomes, as well as providing beneficial social outcomes (Ben-Porath 2012:172). It is also used as a remedy for overcrowding in schools (Koven & Khan 2014:549). According to Plank and Sykes (2003: xi), however, attendance zones and bureaucratic regulations have “trapped” parents into using inadequate and unsuccessful schools and therefore they must be allowed to “escape” from them. Those in favour of school choice claim that it generates opportunities for poor families to escape poverty and creates better schools for all as a result of competition (Kelly 2007:5). Nevertheless, most American children attend school in the area that they reside in. Therefore, the place of residence determines which schools their children attend. Finding barometers for measuring school “goodness” has become an increasing concern of parents as high stakes and accountability measures, such as the No Child Left Behind legislation, result in schools being characterised as achieving schools, while low-performing schools are threatened with sanctions and closure (Scott 2005:4).

In other parts of the world, school choice is practised for reasons other than quality. In Australia, parents choose to home-educate their children due to their beliefs about parenting. Hence, they homeschool their children for philosophical reasons (English 2015:3, 14). Furthermore, distances may be too far for a daily commute (Drabsch 2013:2). In the Finish urban situation, parental choice is shaped by differences in reputation between schools and in classes within schools, even though the contrasts in school performance and the possibility of making a ‘bad’ choice is quite small (Kosunen 2014:443). In Nepal, parents select a certain school because of its location, its academic quality and financial considerations. School proximity is particularly important for two reasons: the corrupt law-and-order situation causes political instability, and the practice of employing school-aged domestic workers in most urban centres (Joshi 2014:417). In Germany, distance and responsibilities of authorities and the school’s profile affect school choice (Müller, Tscharaktschiew & Haase 2008:356).

2.4.3 School choice in South Africa

In a dual society like South Africa, where there is a struggle for power and supremacy, school choice policies are a very effective tool in creating equity within society and promoting structured, intentional social reconstruction. Hence, choice is vital for the

structuring of a national identity (Maile 2004:111). There are no explicit government policies on school choice, neither are there provisions to protect or support vulnerable populations. This means that South Africa's school choice policy could be considered as one that is unplanned, unofficial and unregulated, while simultaneously allowing quite extensive levels of choice to certain sectors of the population. Although strategy in South Africa does not necessarily mandate or limit school choice, there is an educational strategy to create conditions that consider parents' preferences (de Kadt et al. 2014:25, 171).

When South Africa became a democratic society, notions of 'school choice' emerged, however, the marketisation of education seems to be driven by the unequal distribution of schools, both geographically and in terms of resources and quality (Machard 2014:56). Since the democratic pedagogic policies were initiated, the occurrence of school choice symbolises what households intend to do when designated to select a school for learners in South Africa. The most crucial determinant of school choice, as seen by parents, is quality of schooling (van der Merwe 2011:107).

Prior to democracy school choice was limited to the areas they resided in as well as race according to the apartheid policy. After democracy policy changes have led to parents enrolling their children in schools of their choice. As a result, they choose schools for their children that they perceive as having a higher standard in education. Generally, they are considered to be productive and maintain the ensuing attributes (Maile 2004:103):

- excellent administration of time on tasks;
- competent observation of progress;
- connections with parents;
- protected and optimistic teaching environment;
- distinct aims and educational focus; and
- high assumptions.

Consequently, it seems that schools with the above-mentioned attributes are attractive to most parents and therefore, enjoy huge enrolment of learners from areas where schools do not manifest these attributes.

Another characteristic that South African parents' favour and deliberately seek is English as the medium of instruction. Like multiple African countries, the temptation of English is difficult to resist. This linguistic attraction is inevitably connected to a colonial history and a present-day capitalistic economic system (Evans & Cleghorn 2014:2, 3). African parents respect English as a medium of instruction as they think it results to social and economic success (van der Merwe 2011:111).

According to Hirschman's theory (Msila 2005:174), parents apply the *exit option* when they remove learners from township schools. On the other hand, parents apply the *voice option* when they choose to leave learners in township schools and attempt to make a difference in the school.

Currently, school choice in South Africa appears to take four major forms:

- **Residential school choice** occurs when parents select homes on the basis of their proximity to particular schools. Exercising residential school choice generally requires a relatively high level of income and parental education.
- **Private school choice** occurs when parents decide to exit the public system altogether, instead sending their child to an independent (private) school.
- **Intra-area school choice** occurs when parents are allowed to choose between many schools within their residential area and make enrolment decisions themselves on the basis of any particular set of factors.
- **Inter-area choice** occurs when parents are able to choose between a number of schools outside the area of their residence. This form of choice appears to be fairly widespread in South Africa, with large numbers of learners in various contexts reporting that they attend school relatively far from home (de Kat 2012:26,27).

2.4.4 Positive and negative effects of school choice

According to McGinn & Ben- Porath (2014:173) positive consequences of school choice is that it grants every parent – in addition to those with economic resources – equal opportunities in making scholastic choices for learners. Numerous analysts account for the advantages that parental involvement creates for the schooling atmosphere as well as learner success. Contrarily, critics caution about possible disadvantages of school choice, and especially regarding prejudice and growing

categorisation between creaming and further processes. Philosophers find many other discussions for types of school choice disagreeable exactly because they do not show equal concern to all learners (Colburn 2012:209). Even though a great number of children from recent working class position moved to better schools, and even though independent schooling for the indigent attained strength, most of the black township learners are however denied against a body of equal distribution of communal resource possibilities (van de Merwer 2011:117). Some parents do not have the financial means to enrol learners in quality schools. Research reveals that some districts are left in an economically uncertain situation when learners vacate schools near their homes. As a result of school choice affluent schools become wealthier and poverty-stricken schools become impoverished, this is an indication of social classification (Msila 2005:176). According to Maile (2004:112), the subject of school choice is complex since learners participating in learner mobility to utilise their privileges, therefore, attending quality schools will be advantageous to the learners and the country. Nevertheless, during this undertaking, it appears as though they are relinquishing their other privileges.

Factors affecting learning and teaching is discussed next with the focus on how socioeconomic status influences learning, factors affecting teaching as well as factors affecting learning and teaching in South Africa.

2.5 FACTORS AFFECTING LEARNING AND TEACHING

Educational research in recent decades has conclusively shown that in order for learners to attain finer learning, then teaching applications have to use more compound plans in order for teaching not to be lowered to the transferal of existing information through a complicated manner (López-Íñiguez & Pozo 2014:311). Good teaching has two views: firstly, teaching is a theory-based science; secondly the sign of an outstanding educator is the ability of being reflective, thoughtful as well as inventive regarding teaching instead, and not the capability to implement theories (Woolfolk 2007:7). According to McMahon, Forde and Martin (2011:1), while the strategies of learning and teaching are important, equally important is a consideration of the circumstances that mould the practice of educators and the experiences of learners in classrooms today.

Walberg (1986) combined outcomes from his investigation about teaching and learning within a nine-factor framework of pedagogic efficiency, which incorporated aptitudes (capability, growth, and stimulation), instruction (amount and standard), and environmental circumstances (family situation, classroom climate, fellowship status and information media) (Todd & Mason 2005:224, 225). According to Phurutse (2005:3-9), there are factors outside the classroom i.e. resource base of schools by province as well as factors within the classroom, i.e. class size (educator – learner ratio) and formal contact hours by province. Besides these factors, attitude of learners, support of parents, qualification and commitment of educators also affect teaching and learning.

2.5.1 How socioeconomic status (SES) influences learning

Socioeconomic status is an amalgamation of the parents' earnings, their educational status, as well as the types of occupations they hold. SES outlines individual's position in the community and is a powerful component affecting learner outcomes. SES coherently estimates intellect and achievement test results, marks, absenteeism, and abandonment and suspension frequency. The three important ways that SES impacts learning is:

- **Essential needs and circumstances.** Poor nutrition can have an impact on consciousness and recollection and also result in lower intellectual test results. Indigent learners experience a considerable occurrence of depression and additional psychological issues in contrast to their privileged peers. Indigent learners also relocate more often which is stressful for learners and challenging for educators trying to foster a caring relationship with them. Homeless children do not attend school regularly, will probably repeat a grade and will probably drop out of school. SES also has an effect the background information that children take to class. High-SES parents will no doubt arrange extracurricular activities after school for their child which correlates with classroom teaching.
- **Parental participation.** Higher-SES parents are inclined to take an interest in their child's education. They communicate with their child frequently and in another way compared to low-SES parents, which will contribute to a secure starting point for subsequent learning.

- **Perspectives and respect.** The influence of SES is also transferred by way of parental perspectives and significances. Wealthy parents foster independence, single leadership and self-discipline which fiercely influences success in the future, while poor parents tend to stress upon adherence and compliance. Respect are also transmitted by a role model. For instance, children who see their parents reading and studying learn that reading is valuable and are more likely to read to themselves. Wealthy parents are also inclined to have higher hopes for their children and motivate them to complete high school and attend college. Poor parents, on the other hand, are inclined to have lower hopes for their children, they let them move slowly into classes, and depend on the recommendations of others. Learners go astray in the confusion, winding up in improper or less demanding classes (Eggen & Kauchak 2013:125-127).

2.5.2 Factors affecting teaching

According to Cruickshank, Jenkins & Metcalf (1995:8-10) several factors affect the place, or context, in which the educator will work and, consequently, the way the educator will teach. The factors are as follows:

- **The types of learners** - learner variability is a certainty in all schools and classrooms. That variation – even if economic, cultural, gender, developmental, or other – has to be acknowledged and considered.
- **The class and classroom size** - class size, to some degree, indicates in what way the educator will educate learners. In a crowded class the educator will use direct or expository teaching. Conversely, smaller classes permit more educator-student interaction. Class size also seems to have a bearing on how well students learn. With regards to the physical size of classrooms, the accessibility of space in bigger rooms allows the educator more educational options. A bigger room also gives the educator and learner more individual or private space.
- **The availability to material and equipment** - educators are restricted when there are insufficient resources. A well-stocked “larder,” the classroom, provides great potential for instruction.

- **The availability of time** - the amount of instructional time at an educator's disposal is limited. Therefore, the amount of time, influences how an educator will teach. If an educator appears to have longer time, the educator can make use of more resultant learning strategies for example experimentation and discussion. When time is brief, the educator may teach more directly, informing learners what is necessary through a lecture, leaving learners to process, understand and remember it on their own.
- **The nature of lesson objectives** - three different types of learning outcomes exist: cognitive, psychomotor, and affective. When planning instruction, the essence of the objectives will also have an impact on the method of teaching used in a lesson.
- **Prevalent views of good teaching** - throughout history, different methods of teaching have been supported. Such likings can be the consequences of naturally occurring events. As a result of this, globally, educational objectives, increases and decreases. As an educator who tries to stay up to date, the educator will probably be very much influenced by current trends regarding how best to teach.

2.5.3 Factors affecting learning and teaching in South Africa

In South Africa, the inheritance of discrimination resulted in schools in black townships being almost debilitated, with hardly any supplies and with apathetic educators and students. These schools continue to exist as dysfunctional, even with changes in policy and law (Todd & Mason 2005:223). A remarkable number of black township schools can be distinguished by tardiness; lack of discipline; absenteeism of both students and educators; insufficient teaching and learning; insufficient management; and the widespread presence of drugs, gangsterism, and violence (Pampallis 2003:154). At a teaching level, disorganised planning and time management are often reviewed in an inability to plan and timetable lesson plans for the curriculum throughout the year. Textbooks, a vital resource, are not properly used combined with a well-paced and phased syllabus. In turn, this means that learners seldom have texts in their hands and even less to take home and work through. Educators are vital in the roll of teaching and learning. It is hardly surprising that educators today suffer from all the deficits that this secondary-class education was designed to achieve. It includes poor levels of content knowledge, especially in mathematics and science. Given the

structures, especially in these fields, there are not enough mathematics and science educators (Bloch 2009:82, 83).

In South African the numerous difficulties that occur in schools is the result of parental choice. Most parents prefer to remove learners from schools in the black townships because of the rising deterioration in the standard of education provided in these schools (Msila 2005:174). Learner mobility has significant inferences on the caregivers of the students and on teaching and learning. Therefore, the belief that learner mobility is entirely based on acquiring educational opportunities is inadequate (Maile 2004:99,100).

Learner mobility is discussed next. Learner mobility in South Africa, pulling and pushing factors, learner mobility in rural South Africa, learner mobility in Africa, learner mobility in the United States and the outcomes of learner mobility in South Africa are focused on.

2.6 LEARNER MOBILITY

2.6.1 Pull and push factors of learner mobility

Learner mobility is determined by pull factors (attracting learners to a specific school) and push factors (leading learners away from township schools). Pull factors include matric results, learning opportunities, extracurricular activities, discipline, respect, better infrastructure and external influence. Push factors include the influence of ineffective management and leadership on school deterioration, ineffective use of time, low morale of educators, negative attitude of learners, curriculum, better learning opportunities, overcrowded class rooms, lack of discipline, strikes, lack of service delivery, abuse of learners, poor financial management, poor parental involvement, urbanisation of black families, poor infrastructure and resources (Neluvhola 2007:38-41).

2.6.2 Learner mobility in the United States

As mentioned previously the United States and South Africa share a similar history in education during segregation and apartheid, education was used to prepare black learners for subordinate roles in society. Almost five decades ago the Supreme Court declared de jure segregation unconstitutional in the United States and busing as a

legitimate means to remedy the problems caused by de jure segregation discrimination. Inter-district busing was introduced to eliminate “black” and “white” schools (Philip 2005:60). Hence black learners were bused in from other districts to better schools, while white learners resisted this decision and stayed in their schools close to home. Education in the United States has since undergone curriculum changes and different types of schools being built by school districts. One such type of school is magnet schools which has resulted in the increased radius of where students live, and as a result, there is more busing and driving to school (Quicquaro 2006:47). Not all learners are mobile because of quality schools. In Arizona high rates of student mobility (non-promotional changes to school) are associated with lower student achievement. They travel from one district to another district. The proportion of students who experienced a mobility event was higher for English speaking students than for other students (Fong, Bae & Huang 2010:i, ii).

2.6.3 Learner mobility in Africa

Studies focused on learner mobility in Africa are rare, particularly outside of South Africa. Early work in Uganda revealed how poor transport services compelled most learners to walk to primary school; secondary school children normally had to live away from home because the distance to school was far. This situation is still prevalent across Africa. In Ghana, the possibility of the continuation of a child’s education depends on the distance between the primary and secondary school. The child will more likely be enrolled at primary school if the secondary school is closer. Also, late enrolment of girls especially, absenteeism and early withdrawal rates is due to long walks to school as a result of no or expensive cost of transport and related lateness issues (Porter, Hampshire, Abane, Munthali, Robson, Mashiri & Tanle, 2010:4).

2.6.4 Learner mobility in South Africa

According to de Kadt et al. (2014:171), learner mobility is a phenomenon in South Africa of a rather large number of learners who travel long distances from home to school daily. School choice is presumed to expand the selection of possibilities given to parents, which are bound to determine alternative schools that learners are enrolled at. A large number of knowledgeable and financially stable parents began selecting schools outside the township by busing them to better schools (Msila 2005:175,176). Learner mobility is regulated by school choice, because it determines admission

guides, and has the capability to expand the length of the journey made by learners (de Kadt et al. 2014:170).

The 'apartheid ideal' was a completely segregated society with an entirely segregated education system. People are now free to move to areas that have been better resourced by the apartheid architects who ensured the establishment of privileges for one group at the expense and denial of others. In education, therefore, there has been a movement of learners to schools that had space and to those schools that are perceived by parents to be better resourced. Learner mobility has occurred from former DET schools to formerly white, Indian and coloured schools, mainly to English-medium schools in search of quality education (Sujee 2004:44, 45). Consequently, school desegregation is occurring largely via the learner mobility of African learners (Sayed et al. 2013:41).

Factors that add impetus to learner mobility (Neluvhola 2007:21-28) include:

- Race – This results in the practice of racism and contributes to parents choosing schools for their children based on issues of race.
- Class and economic status – Social class and economic status are intertwined. Research has revealed that parents with higher incomes enrol their children in schools offering quality education. It is therefore evident that less educated parents and parents of low socioeconomic status are less likely to make choices based on school quality.
- Cultural aspects – The curriculum of certain schools is organised around the cultural frame reference of a certain group which includes language and religion.

According to Maile (2004:101), this migration or circulation of learners is mainly from:

- Black township schools to white suburban schools.
- Township schools to township schools (e.g. from former DET to HOR / HOD schools).
- Rural areas to township schools or suburban areas.
- Informal settlement to township schools.
- Public schools to elite private schools.
- Township to 'fly by night' inner city schools.
- Poor provinces to 'perceived to be better' provinces.

Learner mobility has resulted in introducing opportunities for higher levels of interracial contact as well as a catalyst for re-segregation. Re-segregation occurred in some schools because learner mobility of white, Indian and Coloured learners from some quality schools experienced high enrolment of black learners (Amsterdam, Nkomo & Riemer 2012:28). However, black township schools have remained segregated because there is no enrolment of white learners in these schools. It was found that the requirements for quality education are nonexistent in many black schools. Also, the consequences of learner mobility are that some schools are overflowing with learners, while township schools are unoccupied or consists of a small number of learners (Msila 2005:174,175,178). This in turn led to the continuation of the discrimination connected with an ethnically and academically classified schooling structure. Children attending black rural schools remain largely contained in a surviving financial state. They cannot easily relocate, because their families do not have enough funds (van de Merwe 2011:108). Financial costs such as school fees and transportation costs are what families will incur, even if they do not relocate, when they enrol their children in schools that are far from home. Vital determinants of learner mobility, suggests that the means to finance school fees and transport costs, is most likely connected to the income level of families, therefore families with a lower income level are at a peril of remaining in the most inadequately achieving schools (de Kadt et al. 2014:173, 174).

Learner mobility is not just a tendency directed by an unavailability of limited opportunities to quality schools or by the reason to obtain opportunities to quality schools that are recognised to be more superior than local schools. It is an issue firmly-rooted in governments, finances, and community complexities (Maile 2004:94).

Lastly factors affecting learning and teaching is discussed with the focus on how socioeconomic status influence learning, factors affecting teaching as well as factors affecting learning and teaching in South Africa

2.7 CHAPTER SUMMARY

In this chapter a literature review was done. The topics that were relevant and focused on for this study is: quality education, school choice, learner mobility and factors affecting teaching and learning.

The quality of education is key. Post-apartheid education policy attempted a path of radical reform through many initiatives without much success. Historical and financial constraints determine access to quality education. Learners travel long distances in order to access quality education. Three areas which are being focused on for enhancing school quality is: teaching and learning, a sense of urgency, responsibility and accountability within schools as well as the educator.

Policies of school choice are being adopted worldwide. It promotes equality of conditions which includes access to quality schools. Although policy in South Africa is not designed to promote school choice, it is however, a sign of what families are capable of doing when given the alternative to select a school for their children. The positive result of school choice is that it permits all parents, irrespective of their economic status, to select schools of their choosing to educate their child. The negative effects due to school choice, is that it results in stratification through creaming, learners enrol at quality schools at a cost and rich schools become wealthy while poor schools remain impoverished.

Learner mobility is common across Africa. Learner mobility in South Africa is decided by pulling and pushing factors. It has resulted in the desegregation of schools. In the United States inter-district busing was used to desegregate schools. Although learner mobility has resulted in the desegregation of previously white, Indian and coloured schools, township schools still remain segregated because no mixing has taken place. These schools are overpopulated while township schools remain empty resulting in the stratification of schools. Ultimately, socioeconomic status determines learner mobility. It is deeply-rooted in politics, economics, and social intricacies.

Despite strategies of teaching and learning being important, it is the circumstances that influence the implementation of educators and the experiences of learners in the classrooms. Socioeconomic status influences student achievement in school through fundamental needs, experience, parental participation as well as attitudes and values. Factors affecting teaching include the types of learners, the class and classroom size, the availability of time, the nature of lesson objectives as well as prevalent views of good teaching. In South Africa, the legacy of apartheid contributed to an unequal and fragmented schooling system which directly influenced teaching and learning negatively. Consequently, the decrease in the standard of teaching and learning in

black townships schools led to an increase in learner mobility. In Chapter 3 the conceptual framework and research methodology will be discussed.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research methodology will be discussed in this chapter. The following concepts will be discussed: conceptual framework, qualitative research methodology, case study, population and sampling, data collection methods, interviews, pilot study, ethical considerations, data analysis and interpretation, the role of the researcher and quality criteria.

The focus of this chapter is to explore how the researcher will use qualitative research methodology to accumulate, examine and present data for this study. Qualitative research methodology is considered suitable for this study as it includes the recognition of the research questions, accumulating information to answer the questions, scrutinising the information and lastly, dispensing the outcomes to the participants and all stakeholders.

Research methodology makes reference to procedures that investigators utilise to make certain that their research can be assessed, redone as well as altered. The procedures assist researchers with the choices they make concerning sampling, gathering data, and evaluation. Therefore, there is and should be an interconnection between research questions, research methodology, and methods of data collection. Research design is used to refer to research methodology as well, as depicted in Figure 3.1 (Hesse-Biber & Leavy 2011:71).

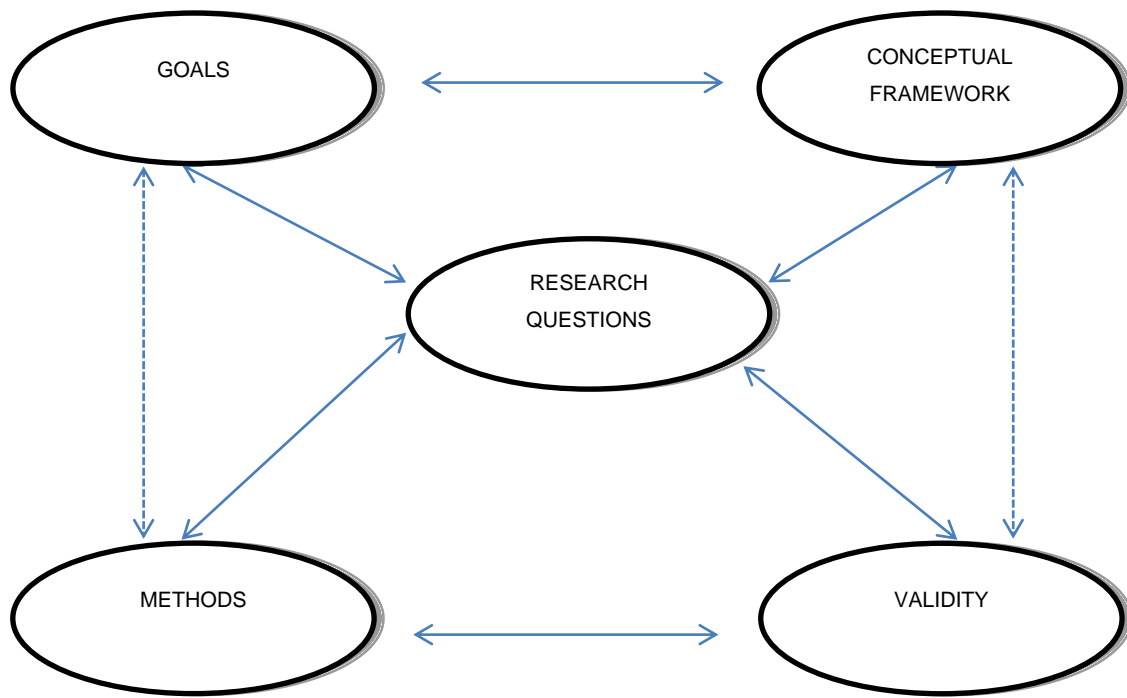


Figure 3.1: An interactive model of research design

A qualitative research design entails an interchange between the different parts of the design, accessing their meaning to one another. It is therefore a ‘do-it-yourself’ procedure. It does not have a fixed starting point or continue along a predetermined pathway but necessitates an interchange between the contrasting design elements. Referring to Figure 3.1; in this model, the research questions are not the beginning or determining portion of the design, to which the rest of the components must relate. They are rather at the centre of the design; they can be regarded as the heart, or hub, of the model, the part that joins directly to all of the other parts. Besides having an impact on the other elements, they are the element that is influenced by the rest; they should link the rest of the components (Maxwell 2013:3-5).

Philosophical assumptions, research paradigms as well as the social constructive paradigm which is relevant to this study are discussed in detail in the next section.

3.2 RESEARCH DESIGN

The research design is the all-inclusive “game plan” or “modus operandi” for a research study; it can be perceived as the “theoretical glue” that contains all of the initial design decisions (Saldaña 2011:81). Creswell (2013:19-23) states that researchers make philosophical assumptions when they take on qualitative studies:

- The ontological issue is connected to the essence of reality and its characteristics. When researchers carry out qualitative research, they are encompassing the idea of numerous realities. In examining the data for this investigation, the researcher describes how individuals participating in the investigation regard their different experiences which leads to establishing themes from the findings.
- With the epistemological assumption, carrying out a qualitative study means that researchers attempt to get as close as possible to the participants being studied. Researchers get to “know what they know”, from first-hand experience, by remaining in the “field” or getting to know the participants. As an educator at the school for the past 10 years, the researcher is at an advantage as an “insider” for this study.
- Qualitative research is characterised by the axiological assumptions when researchers make their values known in the study. The researcher implements this assumption in practice by openly discussing values that shape the narrative and includes her own explanation together with the explanations of participants.
- The methodology of qualitative research is identified as inductive, emerging, and moulded by the experience of the researcher when gathering and examining data. The qualitative researcher follows inductive logic, from the ground up, instead of being working from a theory or from the viewpoint of the inquirer. In order to understand the research problem better, the researcher will change research questions during the study, when necessary, and consider whether these should be adapted. The data collection strategy will also be altered to go along with the new questions. Throughout the data analysing process, the researcher will institute an increasingly detailed knowledge of the topic being researched.

According to Hays and Singh (2012:39-42), research paradigms can be seen as belief systems built on the basic philosophies of science, these include:

- Positivism refers to the premise that researchers can come to an objective, universal truth by direct examination and occurrence of phenomena.
- The belief that theory should be tested to be verified or falsified led to the development of post-positivism.

- Social constructivism can be seen as a belief system that presumes that “universal truth” cannot exist since there are many contextual views and subjective voices that can classify truth in scientific pursuit.
- Critical theory assumes that participants’ experiences and thus constructions of various phenomena may be influenced by social injustices.
- Feminism as a paradigm places emphasis on the role of power in the researcher-participant relationship. Gender is an organising principle in understanding and reporting research findings.
- Queer theory, a recent paradigm, attends to how sexual orientation as a participant characteristic influences experiences of various phenomena.

The social constructivism paradigm is relevant for this study. Reality and knowledge are both formulated and replicated through communication, interaction and practice. Understanding reality is therefore always mediated through the researcher (Tracy 2013:40). In the constructivist paradigm, the researcher attempts to establish knowledge through social connections as well as to recognise individuals’ constructions of knowledge. Cultural, historical and political and processes influence these interactions. A cooperative conversation between researcher and participants when debating the research issue and explaining outcomes is important (Hays & Singh 2012:41).

Most studies are either qualitative or quantitative. Studies which emphasise personal experience of a phenomenon are considered as qualitative (Stake 2010:14). For this study, the researcher used the qualitative research methodology. The definition, characteristics, genres as well as the limitations of qualitative research are discussed next.

3.3 QUALITATIVE RESEARCH METHODOLOGY

Saldaña (2011:3) states that qualitative research can be defined as an approach that includes a range of techniques for the investigation of everyday community life. The facts gathered and examined are not necessarily measurable in nature and can include data from interview transcripts, field notes, documents and visual records. Visual records can comprise artefacts, pictures, videos, and internet sites that record events about people or individuals in social engagement and spontaneous situations.

When a problem or issue needs to be investigated then qualitative investigation is carried out (Creswell 2013:47). The aim of qualitative research is to investigate patterns of personal or group experience, to determine the meaning they possess for the people participating, to compare these with perceptions that others have of them, and to take into consideration environmental factors that may influence the outcomes (Davies 2007:148). Qualitative investigation is analytical, experiential, circumstantial and personal. Studies highlighting personal experience in particular situations are considered qualitative (Stake 2010:14).

Learner mobility is a daily occurrence that learners experience in South Africa. The problem of how learner mobility affects teaching and learning needs to be explored. Therefore, the qualitative research methodology is suitable for this investigation. Data was collected and analysed from interview transcripts. During the interview process, participants described their personal experiences. This allowed the researcher to determine patterns from individual and group experiences in order to obtain an accurate account of the impact learner mobility has on teaching and learning.

According to Warren and Karner (2015:2), the researcher is accountable for all phases of the research inquiry in qualitative research. Also, qualitative research is 'experience near' in contrast to quantitative research which is 'experience far'. The researcher was 'experience near' by interviewing learners, educators and the SMT member at the school where learner mobility is occurring for this study. In other words, the researcher provided an account of occurrences that depend on an individual perception instead of a perception taken from confirmed knowledge or expert thinking. Figure 3.2 illustrates the qualitative procedure.

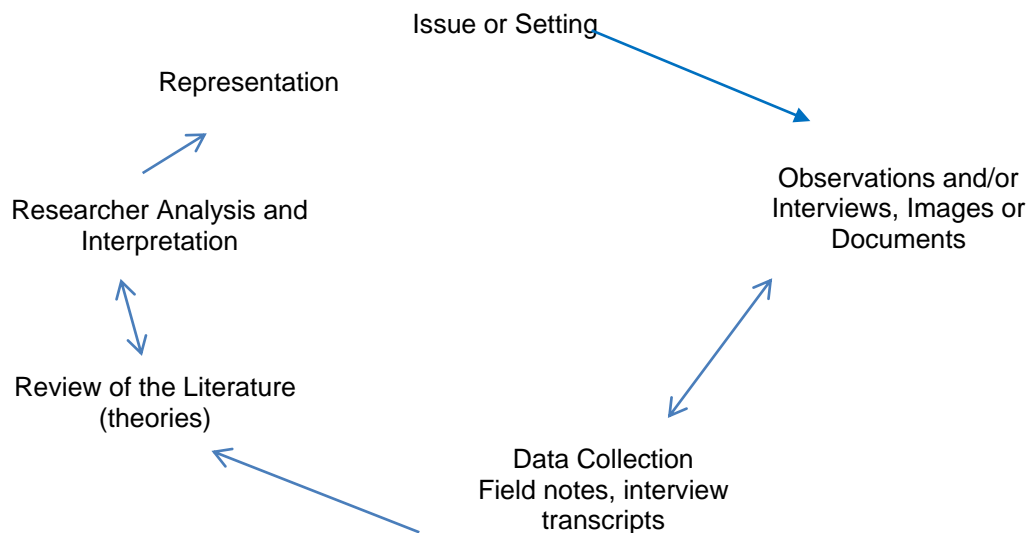


Figure 3.2: Qualitative approach

Researchers using qualitative methods to address problems that quantitative researchers do not identify as researchable, thus laying the groundwork for valuing qualitative inquiry as a necessary and essential research method that makes a contribution in this evidence-based research world, as illustrated in Figure 3.2 above (Mertens 2009:174). Researchers who do qualitative research want to improve how things function. Empathy and advocacy is, and should be, part of the way of life of any researcher. Nevertheless, concentrating on doing good can intervene with comprehending how things work and may eventually weaken arguments by oversimplification. Public support may jeopardise research by obstructing scepticism (Stake 2010:14-16).

3.3.1 Characteristics of qualitative research

According to Miller (2013:126-127) there are several features that distinguish the quantitative from the qualitative research approach. The contrasts between the two research approaches are depicted in Table 3.1:

Table 3.1: Differences between quantitative and qualitative approaches

Quantitative	Qualitative
Unbiased	Biased
One concrete reality	Numerous social phenomena
Theory	Comprehensive
Exploratory	Explanatory
Analytical	Logical
Observer and participant independent	Observer and participant connected
Free from circumstances	Constrained to circumstances
Unprejudiced	Prejudiced

Creswell (2013:44-47) and Miller (2013:127-128) established the following qualitative research characteristics:

- **Original setting.** Qualitative researchers frequently gather evidence found in the location where the participators encounter the difficulty being investigated, while at the same time being consciously aware of the difficulties in entirely doing so. The relationship between the researcher and participants needs to be mutually unbiased. Data collection will take place, for the benefit of this study, on site at the school that learners are travelling to.
- **Researcher as the instrument.** The qualitative investigator gathers evidence alone by way of studying documentation, noticing conduct and questioning participants. The researcher will collect and examine documents, conduct interviews and make observations for the purpose of this study.
- **Samples.** Issues of sampling arise when focusing on participants understanding of reality. Therefore, samples are chosen not for their characteristics but rather for their significance.
- **Various methods.** Qualitative researchers commonly collect varied types of evidence, such as discussions, observations and documentation, instead of relying on one source of evidence. The researcher will rely on documents and interviews as well as observations for this study.
- **Compound analysis through empirical and analytical logic.** Qualitative researchers construct their impressions, classifications and topics from the ground up, by arranging the facts empirically within progressively additional theoretical

components of data. Researchers use analytical thinking when they construct topics that are constantly compared against the data. The researcher will use both inductive and deductive logic in organising data for this study.

- Participants' meaning. During the research, the researcher hones in on acquiring the interpretation that the participants have about the difficulty, instead of imposing interpretations on the data. Participants experiences are changeable, individual and self-composed. The researcher searches for different forms of personal meaning. The researcher will focus on the participants' experiences of how long-distance travel affects teaching and learning.
- Developing plan. The research procedure is emergent. This implies that the preliminary design for investigation is not firmly determined, and that every stage in the procedure might be adapted during the investigation. The researcher should be prepared to expect changes in the process when entering the field.
- Reflexivity. During a qualitative investigation, researchers 'position themselves' which implies that they communicate their circumstances, how it affects the explanation of the information in a study, and what they obtain from the study. The researcher will obtain the necessary permissions to enter the field (school) to conduct the research from the relevant stakeholders.
- Comprehensive description. Qualitative researchers attempt to create a composite idea of the issue being investigated. Initial data usually take the form of words and the researchers explanation of those words and similar behaviours. In an attempt to gain an in-depth comprehension of how learner mobility affects teaching and learning, learners, educators, a senior management team member and parents will be interviewed for this study.
- Every research methodology has its limits as one cannot study everything. Therefore, it is crucial for the investigator to understand the limits of the investigation methodology used. The researcher will make use of qualitative research methods in this study. Next limits of qualitative research will be discussed.

3.3.2 Limitations of qualitative research

Despite its value, it should be recognised that social research has its limitations. One cannot study everything for ethical, for methodological and sometimes for practical

reasons. Research projects using single methods are particularly limited. Qualitative research also has its limitations, as described below by Flick (2015:211, 214, 215):

- Theoretical sampling: The problem here is that neither the beginning nor the end of choosing material can be determined and planned in advance.
- Interviewing participants: When prepared questions are used as the crux of the interviews, there is a risk that the researcher might forget points that are in fact, important, for the interviewees.
- Participant observation: In many accounts, it is apparent that the research conditions may overwhelm the researcher; their absence from the situation or people that are being studied is then compromised. Simultaneously, there is the difficulty of how situations, and access to them, are chosen.
- Qualitative content analysis: Compared to quantitative content analysis, there is usually a deeper analysis of context and the interpretation of texts in qualitative research. Another difficulty is that in a qualitative content evaluation, one often works with interpretations. These may be helpful when describing the original material but cause difficulties if used instead of the original material content evaluation.
- Qualitative analyses of document: Documents may contain other points of attention and diverse contents than needed for answering the research questions. Sometimes documents have not been put together systematically to allow comparison between them. Finally, difficulties of access to particular documents may arise.

Qualitative research thus has some important limitations. The open-endedness, adaptability and abundance of qualitative research may make it hard to determine the difference between data or opinions.

Limitations of this study are as follows:

- The research was conducted on one site only and therefore all participants came from this site. A small sample of participants who travel long distances were represented in this study.
- The researcher may forget points that are essential for the participants.

- During content analysis, the researcher may use paraphrases in place of original material content analysis.
- When drawing conclusions, the researcher may experience difficulty when making comparisons between data or perspectives because of the open-endedness, adaptability and abundance of data.

3.4 CASE STUDY

Tracy (2013:29) states that the definition of qualitative methods is intentionally broad and includes several types of inquiry. Saldaña (2011:4) refers to these types of inquiry as genres. In qualitative research, the typical criteria are the specific approach to investigation, and the description and the presentation of the study. The case study is a qualitative genre, which focuses on a single unit for investigation. McMillan & Schumacher (2006:26-27) state that a case study investigates a “bounded system” over a period in depth, using several sources of data based in the setting. The case may be an initiative, an occurrence, an activity, or a group of individuals bounded by time and place. The researcher determines the case and its confines. The researcher used a case study for this study. It is suitable for this research because it focuses only on how learner mobility affects teaching and learning and is therefore limited to learners from black townships who travel daily far from home to school.

The distinct input of a case study approach is that it gives the researcher a complete comprehension of a problem, issue or phenomenon within its social circumstances. Case study research can be theoretical, problem based, explanatory or investigative. More explicitly, a case study can be used to try out, demonstrate or create theory; identify the origins of problems or solving problems; explain something; and investigate something (Hesse-Biber & Leavy 2011:256, 258, 259). According to Mertens (2009:174), the advantage of a case study is that it represents “reality” in detail and therefore permits the examination of a larger number of variables and inductive reasoning from the concrete, practical and context-dependent knowledge created in the investigation.

According to Creswell (2013:98, 99), the following are characteristics of case studies:

- Case study research starts with the recognition of a specific phenomenon. Learner mobility is a phenomenon that has occurred among learners in pursuit of quality education.
- The intention of carrying out the case study is also important. The purpose of this case focuses on how learner mobility affects learning and teaching.
- A distinct characteristic of a qualitative case study is that it presents a comprehensive understanding of the case. In order to gain a comprehensive understanding of how learner mobility affects teaching and learning, data were collected from documentation and from interviews with learners, educators, an SMT member and parents.
- The choice of how to proceed with the data analysis in a case study will vary. For this study documents and interviews will be analysed using the qualitative research design.
- A way to perceive investigation is that a good case study research includes an explanation of the case.
- As well as, the themes or issues might be chronologically arranged by the researcher, cases examined crosswise for similarities and differences amid the cases or introduced as a theoretical model. The researcher will use coding to categorise the information and to identify themes and patterns so as to give a full description of the case.
- Case studies frequently culminate in conclusions devised by the researcher about the complete meaning obtained from the case(s); which are known as assertions, building patterns or explanations. After analysing the data the researcher will be able to draw conclusions regarding the case.

A case may be chosen *purposefully* because it has unique qualities, thus introducing itself as a rich option and perfect example for focused study. A case may also be chosen *deliberately* because it is considered to represent the most particular kind. At other times, a case may be chosen directly and consciously for *convenience* (Saldaña 2011:9). According to Goodman (2011:15), in order determine whether the case study is a good research approach, four questions should be asked:

- Does the situation of interest have to be researched in a natural setting?
- Does the situation of interest concentrate on current events?

- Does the research question seek to answer how and why questions?
- Does the situation of interest include a range of factors and relationships that can be personally observed?

The researcher chose this case purposefully because learner mobility is a phenomenon that affects learning and teaching. The case study is a good research approach because almost all data will be collected at the school. The researcher is an educator at the school and will be able to personally make observations regarding the case.

Hesse-Biber and Leavy (2011:258) and Lapan, Quartaroli and Riemer (2012:246-247) recognise three popular types of case studies:

1. Intrinsic case study – to perceive the specific case entirely. Intrinsic case studies concentrate on the occurrence being researched, answering questions pertaining to the individual, and communicate the results to the study participants and other stakeholders.
2. Instrumental case study – a case is investigated to make deductions or provide awareness of a larger topic. Case outcomes are used to underpin a theory or establish a new way of investigating a phenomenon.
3. Multiple case study – multiple cases are drawn together to investigate a much bigger phenomenon or population. They are generally designed with the intention of comparison. Multiple cases are regarded as examples of cases that share the same characteristics.

Clearly, choice is critical as far as case studies are concerned. They should be selected so that they broadly represent the total population that is being surveyed (Moore 2006: xiii).

An intrinsic case study was used in this study. This type of case study is suitable as this study focuses only on the impact long-distance travel has on teaching and learning. In order to identify participants, the researcher only chose learners that travel more than 15 km to school from townships, educators that teach these learners and the senior management team from the school as well as parents of these learners. The questions during the interview process will focus only on how learner mobility

impacts teaching and learning. Thereafter the outcomes will be communicated with the participants and relevant stakeholders.

3.5 POPULATION AND SAMPLING

A population, target population or universe is a category of components or cases, either individuals, objects, or events, that satisfy certain criteria and are selected as part of the plan to understand the outcomes of the research. Collectively, the group is referred to as the sample (McMillan & Schumacher 2006:119). Sampling alludes to the strategy for ensuring that the 'right' samples are included in the investigation. 'Right' means that they have key characteristics that are indicative of the population (Flick 2015:106).

According to Flick (2014:49), sampling should not always be the result of expedient choices or left simply to chance. It needs to be considered and conscientious. Therefore, the researcher used purposeful sampling to choose participants for this investigation.

3.5.1 Purposeful sampling

Purposeful sampling is undertaken when a researcher intentionally selects information that is relevant within the framework of the study's research questions, aims and objectives (Tracy 2013:134). Purposeful sampling is also called judgement or purposive sampling. These terms imply the pre-determination of criteria of the sample who will provide rich information on the phenomenon being studied.

According to McMillan and Schumacher (2006:321, 343) a strategy used to select small groups of people who are probably acquainted with and can provide useful information regarding the occurrence of concern is called purposeful sampling. A purposeful sample can range from 1 to 40 or more. The use of small samples is regarded as one of the advantages of qualitative research (Hays & Singh 2012:172).

To ensure the 'right' participants were identified, all participants were from a single site which is HSS. Ten learners travelling more than 15 km to school were identified from the school. The five educators and one senior management team member participant had to be from the school. The three parent participants had to be parents of the learner participants. Thus, the sample consisted of 19 participants.

3.5.2 Sample size

The sample size is an important choice to sampling plan of action in the data collection process. In qualitative research one recommendation for sample size is to collect a substantial amount of detail pertaining to each site or individual investigated and not only to investigate a few sites or individuals (Creswell 2013:157).

For the sake of this study the information-rich key informants all came from a single site – i.e. HSS. Samples were taken from the learners, educators, school management team and parents.

- Learners – to identify the ‘right’ learner participants, five townships that were about 15 km away from the school were identified by the researcher. Thereafter, the researcher asked learners from these areas to volunteer as participants. Two learners from each area were selected as participants keeping in mind that the target population needed to consist of two learners from each grade, i.e. Grades 8–12. In total, 10 learner participants were chosen.
- Educators – one educator from each grade was chosen i.e. from Grades 8 and 9. Educators teaching subjects like Mathematics and English needed to be part of the group. The group consisted of five educators in total.
- School management team – one member was chosen. The member that had been the longest at the school was asked to participate.
- Parents – three parents were chosen. The three parents needed to be parents of the learners that also participated in the study. The parents needed to come from three different townships.

3.6 DATA COLLECTION METHODS

The aim of qualitative research is to inform the researcher about the reason why something is occurring. Data collection methods, which may comprise of participant monitoring, questioning, artefact examination, field reviewing, and additional methods, concentrate on what a phenomenon signifies to participants. Researchers usually select one primary data collection method (McMillan & Schumacher 2006:340).

Research designs can change, and thus qualitative researchers need to be open to variations in what and how data are collected. The factors that help determine the type of data collection techniques are as follows:

- the purpose of the study (i.e., the more exploratory, the more open-ended the method);
- the magnitude of existing bursary for a study topic;
- available resources, such as researcher and participants' time, and the amount of cases to be studied; and
- relationships with all stakeholders, including participants, gatekeepers, and funders (Hays & Singh 2012:221).

In order to save time and increase meaningfulness, a tried-and-trusted method should be used (Stake 2010:90). The researcher used interviews as the data collection method for this study.

3.7 INTERVIEWS

3.7.1 The specific nature of interviews

Interviews have a specific structure and purpose, in contrast to other conversations (Tracy 2013:131). During the process of interviewing, the researcher questions the participant on a topic of interest to the researcher, and of some applicability to the participant (Warren & Karner 2015:119). The majority of qualitative research studies depend on interviews with participants. Interviews are a successful method of seeking and recording individuals' and groups' views, emotions, beliefs, ethics, perspectives, and values. These matters are documented in the individual's own words and it is about their own experiences and social world, excluding actual information about their lives (Saldaña 2011:32). Interviews can also be integrated with other data collection methods for more varied data coverage (Goodman 2011:15).

Interviews allow the researcher to continue discovering and investigating many different occurrences that could be otherwise be concealed. Interviews provide a narrative of a participant's experiences (Tracy 2013:132). According to Stake (2010:95), interviews are used for several purposes. The key purposes for a qualitative researcher are:

- Acquiring distinctive information or interpretation from the participant interviewed;
- Gathering a numerical collection of information from numerous persons; and
- Discovering “a thing” that the researchers could not observe themselves.

3.7.2 Semi-structured, face-to-face interviews

Interviewing is a procedure of communication that requires enquiring, hearing, and speaking (Hesse-Biber & Leavy 2011:105, 109). Qualitative interviewing requires current-time face-to-face contact, telephone contact, or arbitrate communication through the internet. The issue of the interview may be associated to the past, future or the present. The most typical arrangement of the discussion is a dyad (one enquirer and one interviewee), but there may be threefold discussions (one interviewer and two interviewees) or target group discussions (one or two interviewers and a group of interviewees) (Warren & Karner 2015 2). There are three types of interviews according to Hays and Singh (2012:239, 240):

- A structured interview which relies on pre-established sequence of questions that a researcher follows rigidly.
- A semi-structured interview (also known as an in-depth interview) usually uses an interview procedure that can be used as a guide and starting point for process.
- An unstructured interview which is more like a “guided conversation which focuses on the surrounding context during the process”.

The researcher used the semi-structured/in-depth interview process for this study. Participants were able to share their stories, disclose their knowledge, and provide their own outlooks on a variety of focused topics. Although the researcher depended on a predetermined set of questions to assist during the interviewing process, the interviewees also had some freedom to talk about what was important to them with respect to travelling a long-distance to school and the impact this has on teaching and learning.

The researcher organised and carried out face-to-face interviews with learners, educators, a senior management team member and parents. All learners, the senior management team member and parents’ interviews took place separately. After consent forms had been completed, interviews were conducted at school in a quiet area using good interview procedures. The parents were interviewed telephonically.

3.7.3 Focus groups

The main objective of a focus group is to talk about a specific topic of interest amid a collection of individuals who are alike in some way (Hays & Singh 2012:252). Interaction is essential, and one of more distinguishing attributes of the focus group is the capacity of group members to share their opinions and ideas in a group setting, instead of a one-on-one interview (Goodman 2011:13). The educators' interviews took place as a focus group.

3.7.4 Choosing a site

Site selection is a mediated procedure to gain access to enter an area that is appropriate for the investigation and practical in terms of time available, the need to travel, and the researchers' expertise (McMillan & Schumacher 2006:342). In small sample investigations, the researcher must be capable of interacting with their interviewees in a setting that is fairly comfortable and familiar to them, free from disruptions and favourable to a conversation in which they feel free to communicate about potentially emotional, confidential or sensitive issues (Davies 2007:154).

The researcher is an educator at HSS so all interviews with learners, educators and school management team member took place on site after permission had been granted. Most interviews took place after school hours, although some interviews took place during school hours with learners who did not have any other transport available after school to get back home. Parents were interviewed telephonically as mentioned earlier and did not need to travel to the school.

3.7.5 Choosing question content

Question content differs because of contrasting research aims and issues, theoretical frameworks, and the choice of participants. Interview questions can focus on encounters or conduct, beliefs and values, feelings, knowledge, insight and the individual's circumstances or demographic information. Qualitative interviewing necessitates asking appropriate questions (McMillan & Schumacher 2006:352). Qualitative interviewers start with their interview guide, which comprises several open-ended questions. These questions lay the foundation for obtaining narrative stories from participants, which are recorded and then translated and become the data for analysis (Warren & Karner 2015:2). It may be difficult to determine what a "good"

interview looks like, but there are a few general indicators. In general, as qualitative researchers conduct an interview, they listen carefully to the participants, show personal interest and encourage them, and ask open-ended questions that allow them to speak freely and comfortably (Hays & Singh 2012:243). The researcher drew up questions that pertained only to learner mobility and teaching and learning keeping in mind that several questions needed to be open-ended (Appendices A–D). During the interview process the researcher recorded all interviews, listened carefully and encouraged participants to speak freely and comfortably.

3.7.7 Capturing data

The initial information of qualitative conversations are precise descriptions of what emerged during the interview process. A mechanism recording the interview establishes wholeness of spoken communication as well as furnishes information for authenticity accuracy (McMillan & Schumacher 2006:355). Interviews can be recorded in many ways. The most common way to record individual and focus group data is to use a digital audio recorder, although video recording, typing, or handwriting verbatim or abbreviated interview responses can also be used (Hays & Singh 2012:256). Audio-recording serves as a learning tool. Researcher will be able to decide whether they have neglected to pick up on possible valuable cues by listening to playbacks (Davies 2007:163). During the interview process, the researcher made use of an audio-recording device to check and cross check interviewees' responses to questions. Audio recordings were made with the participants' permission. The most convenient method for the researcher was to use a cellphone as a recording device while making handwritten notes at the same time.

Numerous challenges could be encountered during the interview process. These challenges are recognised by Mertens (2009:244) as follows:

- Responding to unexpected participant behaviours;
- Dealing with the result of a researcher's own actions and personality;
- Formulating and arranging questions; and
- Handling sensitive issues.

3.8 PILOT STUDY

The researcher drew up a preliminary list of research questions focusing on long-distance travel and the effects it has on teaching and learning. Before conducting the main study, in order to refine the questions, a pilot test was conducted using participants that were not those selected for the main study. The procedure of testing the research methods contemplated, perceiving how effectively these methods actually work, as well as adjusting plans appropriately, if need be, is called piloting (Blaxter, Hughes & Tight 2006:137). The most successful ways of drawing up a qualitative study are to consider beforehand what the study is about and to create a preliminary conceptual model, learning something about the issue from people in the study site so as to decide how to ask suitable questions, and carrying out pilot interviews and observations (Lapan, Quartaroli & Riemer 2012:100). According to Hesse-Biber and Leavy (2011:104), pilot discussions are necessary for researchers to determine whether the interview guide will allow the researcher to gather the data they need. In this regard, there are three questions that need to be answered:

- Is the guide understandable and easy to read?
- Does the guide embrace all of the substantive issues on which the study is focused?
- Have any substantive issues or general questions been left out?

A pilot study was conducted by the interviewer. One learner, one educator, one member of the senior management team and one parent who were not participants from the group of selected samples were questioned. The interviewer then made the necessary adjustments to the interview guide.

3.9 DATA ANALYSIS AND INTERPRETATION

It is not possible to explain data unless one also arrange them systematically. Qualitative researchers combine the functioning of organising, analysing, and interpreting data and refers to the entire process as data analysis (McMillan & Schumacher 2006:367). Data analysis and interpretation are interdependent. Qualitative researchers generally analyse and interpret data as their qualitative project develops (Hesse-Biber & Leavy 2011:301).

3.9.1 Analysis

Analysis is about seeking explanation and understanding, during which concepts and theories will be advanced, contemplated and developed (Blaxter et al. 2006:206). Qualitative data analysis is essentially an analytical procedure of arranging information into groups and recognising relationships among the groups (McMillan & Schumacher 2006:364). Data analysis in qualitative research is a continuous process; it does not begin after all the data has been gathered (Mertens 2009:292). Analysing the outcomes of qualitative research is a complex and demanding process that requires hard, concerted effort, a clear mind and an intuitive approach (Moore 2006:152). Qualitative analysis calls for a substantial quantity of thickly detailed data, competent organisational skills, and interpretive skills. Analysis is time-consuming, detail-oriented, and can, at times, be overwhelming. However, once the data are collected and organised, it becomes necessary to focus on interpretive analysis, conceptualising, and theorising (Warren & Karner 2015:209, 210). In this study the researcher organised data into categories and identified patterns after each interview in order to gain a deep understanding of the issue.

3.9.2 Interpretation

Interpretation is an act of construction. The interpreter takes narratives and condenses them to render a few theoretical relationships (Stake 2010:55). Qualitative investigators triangulate various kinds of information in order to interpret it, differentiating and comparing outcomes to discover and describe similarities and contrasts. Triangulation alludes to an investigation where various types of information on a similar issue might support one another to intensify comprehension of a phenomenon (Lapan et al. 2012: 99). For this study, the researcher compared data by triangulating the results from the range of interviews and the focus group in order to describe similarities and differences in outcomes of the interviews.

3.9.3 Coding

The fundamental classifying approach in qualitative research is coding. The aim of coding is not mainly to count things, but to separate the data and reorganise them into groups that enables contrast between things in the matching group and that assist in the formation of theoretical concepts. Another form of classifying the investigation

requires arranging the data into larger themes and issues (Maxwell 2013:107). Codes a researcher generates should relate to the study purpose and be conceptually congruent (Lapan et. al. 2012:263). By writing memos, one can raise a code to the level of a category. Memo writing should occur at every point within the analysis procedure. Examining and classifying memos can also help researchers to combine their ideas and may also help to surface new ideas and connections within the data. Memoing also functions to help researchers become more reflective about their own positionality and how it may impact what they are researching (Hesse-Biber & Leavy 2011:308, 123).

3.10 QUALITY CRITERIA

3.10.1 Validity and trustworthiness

Validity is a process through which the researcher gains the trust of the reader that he or she is well understood. Trustworthiness is a proxy for the truth (Hesse-Biber & Leavy 2011:48). When the explanations reflect the same connotations among the participants and the researcher, trustworthiness is ensured. Therefore, the researcher and participants should concur on the details or formulation of the results, and in particular the interpretations of the narratives presented in the interviews and focus group (McMillan & Schumacher 2006:324).

To ensure the trustworthiness of the findings, the researcher listened to the audio recordings of the interviews and focus group while simultaneously reading over notes. In order to make corrections or modifications, the researcher stopped the recordings where necessary. This process normally exceeds the recording time at least by one half (Tracy 2013:180). Once the transcription had been captured, the researcher asked the participants to verify them. This is called member checking which is an essential process in qualitative research (Stake 2010:127) to improve the trustworthiness of recommendations arising out of the case study (Lapan et al. 2012:265).

3.10.2 Credibility

Credibility makes reference to the plausibility of a study. Credibility is a major guideline qualitative researchers use to decide if conclusions make sense for a qualitative study (Hays & Singh 2012:200).

According to Lapan et al. (2012:29) credibility can be established by:

- Endured participation in the research setting;
- Associate debriefing;
- Member checks;
- Observing self-awareness; and
- The utilisation of numerous sources of data.

To ensure credibility in this project, the researcher spent enough time in the setting, which is an advantage, because the researcher is an educator at the site. In order to reflect on any biases or omissions, the researcher met with her supervisor when the need arose. To verify accuracy of feedback, initial results were shared with participants. The researcher kept notes about her own beliefs, biases, perceptions and changes in thinking.

3.11 THE ROLE OF THE RESEARCHER

A researcher, motivated by individual and academic interests, carries out a study to inquire into some aspect of social life. The researcher starts, plans, assists assistant researchers if they are used, and supervises all features of the study from beginning to end, working meticulously and ethically to address the research objectives (Saldaña 2011:22).

Possible research roles could be total reporter, full contributor, participant observer, insider observer, interviewer, and the double role of participant-researcher. The functions of participant observer and interviewer are the common research roles for the majority forms of qualitative inquiry. In each case, the researcher obtains permission to initiate the role for the intention of data collection. The researcher obtains permission from the organisation or cultural group, and then has to establish his or her role with each person or group selected for study. In contrast, the interviewer initiates the research role in the first contact with the participant requesting their participation in an interview and describing the purpose and confidentiality. The time and place for the interview is selected by the interviewee (McMillan & Schumacher 2006:344–345).

In qualitative research, there are two ethical issues with regard to the researcher's role: researcher as instrument and researcher as a person who develops and maintains an appropriate researcher relationship relative to the research purpose. Moreover, the researcher is constantly and simultaneously an observer and a subject in the research investigation. There is a general understanding that the main research instrument in this circumstance is a fallible, real, sensitive, fearful, fearing, anxious person. A researcher as an instrument must be aware of both effective and ineffective ethical issues in a qualitative. The researcher's values, personal history, and beliefs on attributes such as gender, culture, class, age are unavoidable factors in this inquiry (Hays & Singh 2012: 91).

For this study, the researcher played the role of an interviewer and oversaw all features of this research from beginning to end. The researcher conducted the interviews after gaining permission and selecting the time and place. The researcher needed to be mindful of ethical considerations and conduct herself accordingly during the interview process. The researcher was an eyewitness and a subject in the interviews and had therefore to ensure that the participants experienced no harm.

3.12 ETHICAL CONSIDERATIONS

A reliable research approach requires in addition to choosing participants as well as successful research procedures, but also adhering to research principles. Qualitative investigators have to plan how they will manage problems regarding problems when gathering data interactively (McMillan & Schumacher 2006:334).

Research ethics answers the question of which issues may have an impact on the participants in a study. It involves the steps created to protect the participants in research, if required (Flick 2015:32). Most often, ethical issues arise with study designs that use qualitative methods. This is a result of the close relationship between the researcher and participants (Blaxter et al. 2006:158). According to Tracy (2013:242–245), the following considerations are required when carrying out qualitative research:

- Methodological ethics – makes reference to ethical clearance processes that are required by specific departmental or institutional review boards.

- Circumstantial ethics – makes reference to moral problems which emerge in particular situations or selected societies.
- Comparative ethics – morals of protection such as appreciation, respect, and the relationship between the researcher and the participants, and between the researcher and the societies that they reside and are employed in.

The researcher ensured that the research project adhered to the values and principles expressed in the UNISA Policy of Research Ethics. The researcher conducted the study according to the methods and procedures set out in the approved application. During the interviews, the researcher ensured that the participants were always protected from harm and treated with respect.

3.12.1 Informed consent and autonomy

Prior to an interview, interviewees must be informed about their confidentiality and their part in the research as well as ultimate publication of results. To start, informed consent should be made clear before time and carried out either before or during the interview. Interviewees should be allowed at any time to ask questions. This information is normally mentioned in an informed consent letter that each interviewee needs to sign. In so doing, interviewees specify that they have perused the letter and consent to take part in the research project (Hesse-Biber & Leavy 2011:64, 100). According to Flick (2015:34), the term ‘vulnerable people’ refers to young children and very old people or those who experience dementia or mental problems. Hence, other people are requested to give consent as surrogates e.g. parents of children or family members or caregivers of the aged or ill. Autonomy is the right of a person to choose. In qualitative research, autonomy is associated with participants’ knowledge of voluntariness of research and therefore their right to stop participating without retribution (Hays & Singh 2012:79).

Before the interviews began, the researcher explained the nature of the study to the participants. Participants were allowed to ask questions or pull out of the process if they wished. Thereafter, informed consent forms were signed by all interviewees who agreed to participate. Parents of learner participants signed informed consent forms on their behalf.

3.12.2 Privacy and confidentiality

According to McMillan and Schumacher (2006:334–335), researchers have a double responsibility: to safeguard the individual's trust from others in the same situation and to protect the interviewees from the common reading public. Privacy refers to the basic human right of protecting a person's worth, dignity and autonomy. Individuals should not feel intruded upon by the research process (Hays & Singh 2012:84).

The researcher made every effort to protect the participants' privacy and confidentiality during and after the interviews. The researcher chose a room on site that was free from disturbances so that participants could feel comfortable to freely share their experiences without being overheard. The names of participants are not mentioned by the researcher in the study. The interviewees were treated with respect at all times by the interviewer.

3.12.3 Protection from harm

Although interviewees seldom experience physical harm in qualitative research, some interviewees may experience embarrassment and mistrust (McMillan & Schumacher 2006:335). Researchers should restrict or stop situations where participants are exposed to inappropriate harm during, or as a consequence of, the research process (Hays & Singh 2012:79). In order to safeguard the participants from harm for this study, the manner in which the interview process was conducted was very important. The researcher explained the procedures to each participant prior to the interview process so that they would know what to expect. The researcher maintained respect during the interviews and did not argue with the participants when presenting their views. If the participant felt uncomfortable or threatened at any moment during the interview, they were allowed to withdraw from the process immediately. If necessary, counselling with the school psychologist was organised for the participant.

3.13 CHAPTER SUMMARY

The research methodology was discussed in this chapter. A social constructive paradigm is used in a descriptive form. An intrinsic case study was used because it focused only on the phenomenon of learner mobility and the impact it has on teaching and learning.

An understanding of how learner mobility affects participants is needed in this research study. A set of criteria was used to purposefully select participants.

Data collection methods included semi-structured interviews. Throughout the data analysis, process themes and patterns were identified and coded so as to refine the researcher's comprehension of the phenomenon. The researcher then began the process of interpretation.

In this study, the researcher's role and the ethical considerations which have to be adhered to were discussed including quality criteria such as trustworthiness. In the next chapter the analysis, interpretation and presentation of the investigation are provided. Firstly, participants were identified followed by the interpretation and presentation of semi-structured interviews and the focus group to determine the impact learner mobility has on the learners, educators, the SMT and parents.

CHAPTER 4: ANALYSIS, INTERPRETATION AND PRESENTATION OF THE RESEARCH FINDINGS

4.1 INTRODUCTION

The focus of this study is to explore the impact learner mobility has on teaching and learning through the description of the opinions and experiences of learners, educators, a senior management team member and parents. The empirical investigation was conducted at a secondary school in Pretoria. In this chapter, the fieldwork conducted by the researcher is described and the results are discussed.

In qualitative research, data analysis is the core step. No matter what the data is, it is the analysis that is the essence of research (Flick 2014:3). According to Davies, (2007:204), depending on the actual nature of case study, the research analysis may include the research of background statistics, the review of documentary evidence and details from interviews, groups or observations.

Keeping in mind the research question: “How do long periods of learner mobility affect teaching and learning?”, documentary evidence is analysed and the results of interviews and focus group which were conducted are interpreted and presented.

4.2 ANALYSIS OF RESIDENTIAL AREAS OF LEARNERS

In an attempt to find a solution for the research inquiry of this investigation and to get a better picture of the problem, it was important to get evidence of exactly how many learners travelled long distances to school and most importantly the areas they commuted from so that participants could be easily identified by the researcher. Only learners travelling to school from black townships were identified for this study. According to the 2017 report on Learner Distribution per School, the residential areas and the number of learners are identified in Table 4.1 below:

Table 4.1: Residential areas of learners placed in HSS in 2017

No.	RESIDENTIAL AREA NAME	NUMBER OF LEARNERS
1.	Atteridgeville	217
2.	Olievenhoutbosch	168
3.	Laudium	139
4.	Shoshanguve	133

No.	RESIDENTIAL AREA NAME	NUMBER OF LEARNERS
5.	Mabopane	50
6.	Ga-Rankuwa	31
7.	Lotus Gardens	14
8.	Thaba Twsane	13
9.	Diepsloot	12
10.	Hammanskraal	11
11.	Westpark	9
12.	Heuweloord	7
13.	Erasmia	6
14.	Mamalodi	5
15.	Hebron	4
16.	Philip Nel Park	3
17.	Danville	3
18.	Valhalla	2
19.	Wonderpark	2
20.	Kwaggasrand	2
21.	Claudius	1
22.	Sunnyside	1
23.	Orchards	1
24.	Cullinan	1
25.	Geradsville	1
26.	Knoppieslagte	1
27.	Elandspoort	1
28.	Montana	1
29.	Pretoria North	1
30.	Wierdepark	1
	TOTAL	841

In 2017, 841 learners were enrolled at HSS. Only 139 (16,53%) of these learners reside in Laudium. However, learners from Claudius, also an Indian township which is directly opposite Laudium, were previously also allowed to attend schools in Laudium as there are no government schools in the area. Only one learner attends HSS from Claudius, bringing the total to 140 (16,65%) learners. These learners were excluded from the study.

Table 4.2: The number of learners travelling from Black townships

NO.	NAME OF TOWNSHIP	DISTANCE FROM HSS	NUMBER OF LEARNERS
1.	Atteridgeville	6.9 km	217
2.	Olievenhoutbosch	24,9 km	168
3.	Shoshanguve	41.3 km	133
4.	Mabopane	40,2 km	50
5.	Ga-Rankuwa	39,4 km	31
6.	Diepsloot	24,4 km	12
7.	Hammanskraal	59,5 km	11
8.	Mamelodi	51,3 km	5
9.	Hebron	40.5 km	4
	TOTAL		631

There are nine black townships from which learners travel as seen in Table 4.2 above. A total of 631 (75,03%) learners travel to HSS from black townships. Atteridgeville, the closest to Laudium i.e. 6,9 km, has the largest population of learners, 217 (25,8%), travelling to HSS. While Hammanskraal is the furthest from Laudium at 59,5 km. For this study only learners from five townships were identified i.e. Mabopne, Shoshanguve, Olievenhoutbosch, Hammanskraal and Ga-Rankuwa.

4.3 INTERPRETATION AND PRESENTATION OF SEMI-STRUCTURED INTERVIEWS

The participants in this study are learners, educators, an SMT member and parents from HSS. The aim was to gather information and experiences about the impact of learner mobility on teaching and learning. In order to do this, 10 learners, five educators, one senior manager and three parents were interviewed.

4.3.1 The impact of learner mobility on the learners

Only learners from black townships that are situated more than 15 km from the school were asked to participate in the interviews. Five areas, i.e. Mabopane, Shoshanguve, Olievenhoutbosch, Hammanskraal and Ga-Rankuwa, were identified for this study because these townships are more than 15 km from the school. Two learners from each township were identified to be interviewed. In total, 10 learners were interviewed. Learners ranged from Grades 8–12 consisting of both male and female learners. All

learners were interviewed individually. Tables 4.3 and 4.4 represent a more detailed analysis of learner mobility of the 10 learners chosen to participate in this study.

4.3.1.1 Areas, mode of transport, passengers, times of arrival and departure

Learners were asked which areas they were travelling from, the mode of transport they were using, who the passengers are, the time of departure from home, the time of arrival at school and the time of arrival at home in the afternoons. This information is illustrated in Table 4.3.

Table 4.3: Transport details of learners

Learner number	Area	Mode of transport	Passengers	Time of departure from home	Time of arrival at the school	Time of at arrival home
1	Mabopane	Taxi	Learners	4:20	7:30	17:30
2	Shoshanguve	Taxi	Learners	4:45	7:00	16:45
3	Olievenhoutbosch	Taxi	Learners	6:00	7:30	15:30
4	Mabopane	Bus	Learners & adults sometimes	5:00	7:10	14:10
5	Shoshanguve	Taxi	Learners & adults	5:40	7:00	16:00
6	Olievenhoutbosch	Taxi	Learners	6:30	7:00	15:30
7	Hammanskraal	Taxi	Learners	4:30	6:00	16:00
8	Ga-Rankuwa	Taxi	Learners	5:00	7:00	16:30
9	Hammanskraal	Taxi	Learners	4:50	6:30	16:00
10	Ga-Rankuwa	Taxi	Learners	5:30	6:50	16:30

The majority of learners travel by taxi to school only one learner from Mabopane travels by bus. The passengers in the majority of the modes of transport were school learners only. This implies that this transport was specifically arranged for learners travelling to school. However, adults sometimes got on the bus from Mabopane. One learner from Shoshanguve took a taxi intended for adults. Learners left home between 4:20 am and 6:30 am depending on the distance, i.e. learners travelling from Mabopane, Shoshanguve, Hammanskraal and Ga-Rankuwa left the earliest from home to school i.e. between 4:20 and 5:40 as these areas were the furthest away.

However, learners travelling from Olievenhoutbosch leave much later between 6:00 and 6:30. All learners arrive at school on time which began at 7:40. Learners travelling from Hammanskraal arrived the earliest at school, i.e. between 6:00 and 6:30 while other learners arrived between 6:50 and 7:30. School closed at 2:30. Learners travelling from Olievenhoutbosch arrive the earliest home after school, i.e. 3:30 while travelling further home reach home much later i.e. 4:00 and 5:30. The time they arrived at home also depended on how long learners had to wait for their transport after school with most waiting between 15 and 30 minutes.

4.3.1.2 Pick-up and drop-off points in the mornings and afternoons

Besides travel time in a vehicle to and from school, some learners had to walk a certain distance to get their transport to and from school. The pick-up and drop-off points in the mornings and afternoons are illustrated in Table 4.4. The majority of learners were picked up from home in the mornings. One learner from Mabopane had to walk to the bus stop in the morning. Two learners had to walk to a pick-up point which was not far from home.

Table 4.4: Pick-up and drop-off points of learners

Learner no.	The area	Pick-up points in the morning	Drop-off point in Laudium	Pick-up point after school
1	Mabopane	Home	School	School
2	Shoshanguve	Home	School	School
3	Olievenhoutbosch	Home	School	School
4	Mabopane	Bus stop	School	School
5	Shoshanguve	Point 5 min from home	A shopping centre	A shopping centre
6	Olievenhoutbosch	Home	School	School
7	Hammanskraal	Home	Emerald street park	Emerald street park
8	Ga-Rankuwa	Home	School	School
9	Hammanskraal	At the corner from home	School	School
10	Ga-Rankuwa	Home	School	Primary school next door

The majority of the learners were dropped off at school in the morning. Two learners were dropped off at a point in Laudium and had to walk a further 10–20 minutes to get to school from there. After school, three learners had to walk to a pick-up point in Laudium. They had to walk another 10–20 minutes to get the same transport back home. The rest of the learners are picked up at school in the afternoon.

4.3.1.3 Reasons for late-coming to school

Regular late-coming to school no doubt has a negative impact on teaching and learning. Travelling from far to school increases the chances of arriving late to school.

Learners arrive late to school because of the following reasons:

- Drivers picked learners up late in the morning;
- Some learners were late in the morning resulting in everyone being late in that vehicle;
- There were convoys (traffic jams) on the road sometimes;
- Once the bus transporting learners to school was stolen;
- The vehicle could have a flat tyre or other mechanical problems;
- When there were strikes, roads were often blocked either in the area learners were travelling from or on the way to school;
- Accidents on the road caused roadblocks or traffic jams.

Three learners said that they were never late because they left early in the morning to school.

4.3.1.4 Learners chores after school

Learners have other responsibilities at home after school. Despite learners travelling long distances to and from school they still have to do not only homework but chores also at home after school every day. Nine learners did chores every day after school. These chores included:

- Washing breakfast and supper dishes;
- Cleaning the house before their parents came home;
- Cooking supper for the family; and
- Washing their uniforms for the next day.

Only one learner did chores on the weekend and one learner was relieved of weekday chores when she had to study for tests and exams.

4.3.1.5 Impact of learner mobility on schoolwork

Learners need to be actively involved in their schoolwork during and after school in order to succeed. Homework and studying are synonymous with the learning process. In order to grasp what is being taught in class, it is important that learners complete their homework and study for tests and exams.

Eight learners said they were able to do homework and study after school, although three learners admitted that they had to sleep first because they were too tired to do schoolwork and chores immediately. Two learners admitted they did not do homework every day because they were too tired after school.

4.3.1.6 Attendance of intervention classes

One of the ways to reinforce learning is by having intervention classes for learners. Intervention classes are classes given after school or on Saturdays to those learners who are at risk of failing a particular subject. During these classes, educators focus on the areas in which learners are performing poorly. These classes are effective only if learners attend these classes.

Seven learners said they could attend intervention classes after school and on Saturdays. One learner said that if he/she attended intervention classes on a weekday he/she would have to walk to the entrance of Laudium after classes to get alternative transport. Two learners said that they could not attend intervention classes on a weekday as there was no alternate transport at all; however, they could attend classes on Saturday because their parents or a taxi would be their means of transport.

4.3.1.7 Parental involvement in schoolwork

Parental involvement in schooling often leads to positive results. Learners were asked how involved their parents were in their schoolwork. Eight learners admitted that their parents were very involved in their schoolwork. These parents checked reports every term as well as books. One learner's parents helped with schoolwork. One learner's parents only looked at the report every term and only one learner's parents were not involved at all.

Learners were asked if their parents were able to attend meetings during the week in the evenings and on Saturday. Only three learners' parents were available for meetings on weekdays and on Saturdays. Six learners' parents were unable attend on weekday evenings because they came home too late from work or they worked night shift. One learner's parent had poor eyesight and could not drive at night. These parents, however, could attend meetings on Saturdays. Only one learner's parent was unavailable for meetings during the week or on Saturdays, as the distance was too far from home to get transport during the week and the parent worked on Saturday.

4.3.1.8 Learners dislikes of long-distance travel

Seven learners identified the following dislikes about long-distance travel:

- The distance is far;
- It was tiring travelling every day so far;
- Waking up early in the morning to get to school;
- The cost of travelling was expensive;
- Witnessing accidents on the road;
- Experiencing hunger during the day; and
- Reaching home late in the afternoons after school.

Two learners did not have a problem with travelling long distances to school as they had been doing it since primary school.

4.3.2 The impact of learner mobility on the management of the school

Only one SMT member was interviewed in order to determine the impact learner mobility has on the management of the school. The researcher chose to interview the deputy-principal because he had been employed at the school for many years.

4.3.2.1 The impact of learner mobility on the admission of learners to the school

Most of the learners admitted to the school travelled long distances to get to the school. Private schools had created a vacuum in the Laudium schools as many parents had chosen to place their children in these schools. Therefore, the HSS was not servicing the community it was meant to service. It was for this reason that over 90% of learners

attending the school were from outlying areas. If these learners were not admitted, the school would face closure.

4.3.2.2 The impact of learner mobility on the daily management of the school

Management of the school was difficult when learners travelled long distances to school. The following difficulties were experienced when trying to manage the school:

- Late-coming. This was occurring on a much larger scale than before. On average, the number of learners that arrived late ranged between 80 and 100 every day. Many alternatives had been tried without success. For example, when trying to contact parents, the school could not get through to them, and learners could not be locked outside the school because they were in danger.
- Absenteeism. The rate of absenteeism was very high when learners travelled from far to school. Absenteeism was especially high before a long weekend, on days like EID and Diwali (Indian religious festivals) and after they wrote exams in June and at the end of the year. Although the majority of the learners did not celebrate EID and Diwali, they took advantage of those occasions.
- Discipline. The following discipline issues were experienced: gambling, smoking, drugs, and non-compliance with School-based Assessment (SBA) tasks.
- Tests and examinations. Sometimes learners chose to arrive late for tests and exams. At other times, learners arrived late for reasons beyond their control, e.g. strikes or when roads were blocked. The school then had to make contingency plans like adapting and change timetables if the assessment was an internal test. If the examination was a provincial one, then the school would interact with the district who would give them direction as to what to do. The district themselves would make contingency plans for provincial papers like allowing matric learners to write at a different school.
- Poor academic results. Academic results are a reflection of learners' behaviour and attitude towards school. If learners were not progressed (i.e. allowed to go on to the next grade without actually having met the academic requirements), then the failure rate would be even higher.
- Parental involvement. Too many parents were uninvolved in learners' schooling. If parental involvement in learners' schooling included almost all parents, it would make a huge difference in learners' results.

Previously management had not experienced difficulties of the magnitude that they were experiencing at the time of the study.

4.3.2.3 The impact of learner mobility and management of learners' behaviour

When it comes to management of learner behaviour, the school has to work within the policy framework which applies to all learners irrespective of where they come from. However, the management style might be different; for example, in the past, if a learner transgressed, the parent could be contacted instantly and the behaviour could be rectified immediately, and the school was familiar with the parents in the community. Now parents cannot be contacted even when their children are extremely problematic. The school had no option but to continue with the problematic learner and hope that they got to see the parent. Even when parents were able to come to school, they were often surprised by the complains about the learner's behaviour.

The type of behavioural problems experienced in the past were different from current problems. In the past, smoking cigarettes was considered a big issue, but gambling and theft were unheard of. Bunking of learners on a large scale was unheard of previously but had become a major problem. As a result, the SMT had to constantly change its management style for discipline if something did not work but had to keep within the policy framework.

The number of learners that gave discipline problems had increased and the type of discipline problems had worsened compared to the past. The school did not know what learners experienced at home; for example, some learners came to school hungry, were from child-headed homes or were abused. The school was, therefore, not familiar with the learners' background because they travelled from so far. Therefore, socioeconomic factors had a great influence on the behaviour of the learners.

4.3.2.4 The impact of learner mobility on the quality of the pass rate at the school

The deputy-principal had been at the school before 1994 and had witnessed first-hand how the school had transformed over the years. According to him, there was definitely a difference in the pass rate. Prior to 1994, the school was under the House of Delegates. The system was a different system then. HSS was rated as one of the best schools under the House of Delegates. The results were exceptionally good not only

in terms of the 100% pass rate, but also in terms of the quality of passes. Even after 1994, the school still maintained these good results. In recent years the school had experienced a decline in the pass rate and the quality of passes; in other words, the school had retrogressed in that regard. One of the reasons could be learners travelling from so far but the multiple changes in syllabus, from Curriculum 2005 in 1998 to the Revised National Curriculum Statements of 2002, to the Curriculum and Assessment Policy Statements of 2011, could also be the problem. This caused confusion in the education system, educators have not been properly trained, learners are confused, parents are at a loss and there is a poor culture of teaching and learning. Previously, the period before the examinations was critical for revision to prepare learners for the examination, but now learners just choose to stay away so the educator is unable to teach. All of these factors have led to poor results. Despite all these challenges, there were a few learners, about five to seven in each class, that were focused on and interested in their schooling and who performed well academically. These were the learners whom educators used as a yardstick to measure the effectiveness of their teaching. The majority of learners lack focus and interest in school. Also, there is a gap between high school and primary school. This is evident because learners lack the foundation in numeracy and literacy which places them at an added disadvantage.

4.3.2.5 The impact of parental participation on the management of the school

The turnout for parent meetings was very poor despite newsletters and the sms system used to inform parents of meetings. There were different meetings for parents; e.g., report back on progress of learners, budget meetings and school governing body (SGB) elections. As a result of poor attendance, it was a battle to form quorums for certain meetings. The SGB was non-functional according to the deputy-principal. This shows a lack of interest by parents. If there was active parental involvement in school activities, then a number of issues in terms of discipline in the school would be resolved. If parents were on board, then there would be a win-win situation. If parents became part of the decision-making process and became involved in addressing the challenges that the school was faced with, then there would be a turnabout in the results.

4.3.2.6 Requirements for the effective running of the school

Management followed basic procedure when running the school; however, when faced with challenges, management had to make certain changes to these procedures. The following was done by management:

- The formation of classes was the starting point, by separating badly behaved learners that were together in Grade 8.
- Brainstorming was needed to find different solutions to eliminate problems; e.g., late-coming.
- When the results were poor, then various teaching strategies were looked at, like intervention classes and changes in teaching style.
- Educators are key in running the school and managing the learners; therefore they needed to do an introspection on their knowledge and teaching practice and what they needed to change to get better results.
- Besides management input, it was also vital to get staff input into various challenges experienced by the school.
- A WSE is very important for the effective running of the school. All stakeholders within the school have an obligation towards the effective running of the school; i.e., the principal, deputies, head of departments, educators, administrative staff, cleaners and learners. Short falls must be identified and rectified after WSE is done. It requires constant change to bring about effective running of the school.
- Credit must be given to educators and learners who were striving to do their best. Positive behaviour has a positive impact on the school.
- Dialogue with all stakeholders is key to the effective running of the school.

4.3.3 The impact of learner mobility on parents

Parents' participation in their children's education is crucial. Parents form part of a link that determines learners' success at school. In order to ascertain exactly how learner mobility affects parents' involvement, three parents of learners who participated in the study were interviewed telephonically.

4.3.3.1 The reason for school choice

As mentioned in Chapter 1, learner mobility in South Africa is determined by school quality and school choice. Parents are given a choice to send their children to school in any area since the quality of schools is geographically unequal.

Parents were asked exactly why they chose to send their children to HSS.

- Parent no. 1 chose HSS because there was no space in the area that he lived in. HSS was the only available school.
- Parent no. 2 chose HSS because she did research and felt that her child would get a better-quality education in Laudium. She said that the educators in Laudium made an effort.
- Parent no. 3 chose HSS because she said that the children in her area were too 'playful' and she wanted her child to learn English. She thought that this was the 'best' education for him.

4.3.3.2 Parental participation in their child's schooling

Parents were asked if they would be able to attend meetings at school and if they would be able to serve on the SGB.

- Parent no. 1 said that he could only attend meetings over the weekend as he worked far away during the week. Working late would not allow him to serve on the SGB.
- Parent no. 2 said that she had only attended meetings once as she cannot always make it. Work commitments would not allow her to serve on the SGB.
- Parent no. 3 said that she was available to attend some meetings but not all. Working night shift did not allow her to serve on the SGB.

Parents were asked to what extent they were involved in their child's schooling i.e. whether they supervised homework, discussed school matters and reviewed report cards.

- Parent no 1 said that he did supervise homework, they only discussed school sometimes and that he did see his child's report every term.

- Parent no. 2 said that she did supervise homework and talked about school matters with her child and saw her child's report every term.
- Parent no. 3 said that her son was living with his grandparents so his sister kept an eye on him. She did talk about school matters with her occasionally. Her son did not give her his report for the second and third term because he performed poorly. She had had to go to the school to collect it personally.

4.3.3.3 Concerns about learner mobility

Parents were asked if they had any concerns about their children travelling long distances to school.

- Parent no. 1 had no concerns about his child travelling so far.
- Parent no. 2 and Parent no. 3 were concerned about their children being involved in accidents.

4.4 FOCUS GROUP RESULTS

A focus group was held with five educators from the school. The results are reported below. In order to establish the impact learner mobility has on the educator five educators from the school were interviewed as a focus group.

4.4.1 The impact of learner mobility in the classroom during lessons

Educators were asked to give their accounts of how learner mobility affected their lessons in the classroom.

- Learners were often late to class in the morning which caused a disruption to lessons as they came into the class one by one. This occurred because the policy states that learners that are late cannot be left outside the school.
- They also missed out on a lot of work by coming late. In mathematics, for example, latecomers often missed out on the introductory lesson which resulted in their not understanding follow up lessons.
- Learners lacked concentration because of the loud music played by some taxi drivers.
- Learners often came to school tired because they were dozing in class, even in the first period. By the last period, they were exhausted.

- Discipline was a problem in class because they copied bad behaviour from other learners they travelled with.

4.4.2 The impact of learner mobility on classwork, assessments, tests and exams

Educators observed that some learners did not complete their class work and homework at all. Some learners copied their work from others while they were travelling. There could be two reasons for this attitude towards schoolwork: learners knew that their parents would not come to school, and they were too tired from travelling to and from school. One learner even confided to an educator that he smoked 'weed' before he came to school because he was too tired and it gave him energy.

With regard to assessments, educators observed that learners did not take them seriously which resulted in poor performance. When learners came late to class, they did not understand what was required of them in the assessment tasks (assignments and projects). They also did not submit these assessment tasks especially if they had to be done at home. Educators had to resort to desperate measures by keeping learners in during breaks to complete assessment tasks. One educator observed that this happened mostly with learners travelling from Mabopane. One of the reasons, according to the educators, could be the travelling distance to and from school.

During tests and examinations, a similar situation existed. Learners' performance was poor in tests and exams. When learners travelled long distances, they were exhausted and did not have time to study. They also only prepared a day before for tests and exams when in fact, they, needed to prepare at least a week before. When there were strikes, there was no transport to get to school and learners feared for their lives so they stayed away during tests and exams.

4.4.3 The impact of learner mobility on learners' behaviour

When many learners travel together in the same transport, they copied bad behaviour from other learners they travelled with. As a result, they displayed poor behaviour in school. One educator had even witnessed learners dancing when the taxi transporting them got stuck on the road. Some learners smoked weed with the taxi drivers.

Learners also tended to bunk school easily and parents were shocked when they learnt this because they thought that their children were in school.

In class, this bad behaviour affected teaching in the following ways:

- Learners showed no interest in school;
- Learners slept during teaching time;
- The disruptive behaviour of certain individuals impacted the entire class;
- The educator spent more time disciplining than teaching;
- The educator could not be dynamic and use a range of teaching methods because of disruptive behaviour; and
- Learners could not develop critical thinking skills because of the disruptive behaviour of others.

4.4.4 Attendance at intervention classes

According to educators, the attendance of learners at intervention classes was poor. Fewer than 10% of learners attended intervention classes. Learners often used the excuse that there was no transport. Parents gave the learners money but were unaware that they were not attending classes. The distance was also a reason why parents could not get involved. Learners were also exposed to dangers when travelling long distances for intervention classes. One learner was raped in a taxi while on her way to Saturday classes.

4.4.5 Attendance of parents during parent-educator meetings

Parent-educator meetings are very important because this is where the educator discusses learners' progress and behaviour at school with the parent. According to the educators, the parents' attendance at these meetings was very poor. This could be because the distance was too far, they came home late from work or they simply showed no interest in their child's schooling. Often parents did not know what was happening in their child's schooling. It seemed as though the status of the results determined the parent's interest in their child's schooling. Parents came to school only when their child failed, while at other times, their excuse was that they were too busy.

4.4.6 Frustration of the educators

Educators felt frustrated because of learners' bad behaviour. Learners demanded their rights, so their behaviour was bad, which infringed on the rights of others. Also, learners treated the educators as their equals and did not respect them. Furthermore, educators felt frustrated because there was a total lack of support from all stakeholders. As a result, all the responsibilities were left to the educator which made them feel demotivated.

4.5 CHAPTER SUMMARY

An analysis of the interviews and an explanation and dispensation of research findings were provided in Chapter 4. By examining statistics on learner distribution per area for 2017, the researcher was able to identify exactly which area learners travelled from. Thereafter the researcher was able to identify black townships as well as learners for the interview process. All learners were interviewed separately because they were minors and could feel uncomfortable during the process. They were asked to describe their experiences of travelling long distances in order to understand the impact of learner mobility on learners. The senior management member was interviewed in order to understand the impact learner mobility had on the management of the school. Three parents were interviewed telephonically to identify how learner mobility affected their participation in learners' schooling. Educators were interviewed as a focus group and were asked to describe the impact learner mobility had on teaching. In Chapter 5, the researcher presents a general overview of the study, draws conclusions taking the limitations into account, and makes recommendations.

CHAPTER 5: RECOMMENDATIONS, THE LIMITATIONS AND CONCLUSION

5.1 INTRODUCTION

In the current chapter, the main aim is to make recommendations regarding the negative impact learner mobility has on learning and teaching. The first part of this chapter is a discussion of the recommendations of the study. Thereafter, the limitations of the study will be identified. Finally, the recommendations for further research and a conclusion will be done. A general overview of the study will be discussed next.

5.2 GENERAL OVERVIEW OF THE STUDY

Learner mobility in South Africa is the result of the quest for quality education after democracy. Despite many initiatives to provide quality education after the highly unequal education system of apartheid, South Africa still struggles to deliver quality education to many learners in their residential areas. Hence, learner mobility is an expression of school choice (Chapters 1 & 2).

The main aim of this study was to investigate how long periods of learner mobility affect learner teaching and learning in a secondary school. Research was conducted at HSS in Pretoria, Gauteng to gain a South African perspective of the situation. Therefore, as discussed in Chapter 1, the following objectives were identified:

- Explore the opinions and experiences of learners who travel from far to school daily.
- Investigate the opinions and experiences that educators have of learners who travel from far to school.
- Determine the opinions and experiences of management at the school regarding the effect that learner mobility has on managing the school which impacts on teaching and learning.
- Investigate the opinions and experiences of parents of children who travel long distances to school.

Based on the aim and objectives mentioned above, an exploratory case study was used for this study. An interactive qualitative research approach was used by the researcher because learner mobility is a phenomenon that impacts teaching and learning. Data were collected using semi-structured interviews which were conducted

individually and in a focus group. The participants were learners, educators, a school management team member and parents of learner participants. In the next section, the pertinent findings of the literature study are discussed.

5.3 LIMITATIONS OF THE STUDY

- Since limited research has been done on learner mobility as well as factors affecting teaching and learning in South Africa, the researcher had to make extensive use foreign sources, and therefore regards this as a limitation to the study.
- The research was only conducted in one secondary school with a small sample of participants; therefore, its findings cannot be generalised, although, considering the scale of learner mobility, most findings can probably be applied to similar contexts in other districts and/or provinces.
- Despite both primary and secondary school learners being agents of learner mobility in South Africa, only learners from a secondary school were interviewed.

5.4 PERTINENT FINDINGS OF THE LITERATURE STUDY

In Chapter 2, a literature study was conducted to gain a deeper understanding of the problem. The following topics were reviewed: quality education, school choice, learner mobility and factors affecting learning and teaching. From the topics reviewed, it is evident that school choice policies, a rapidly growing phenomenon worldwide, are aimed at solving local educational problems. It allows all parents equal participation in making education decisions for their children. Quality education is positively correlated with better results, higher income and a more productive and efficient labour force. The legacy of apartheid and financial constraints are two factors that determine school quality in South Africa. Many initiatives implemented after democracy in South Africa have failed in the delivery of quality education to learners. Many learners still have to travel long distances to access quality education. Learner mobility is moderated by school choice, but besides influencing enrolment patterns, it also has the potential to increase the distance travelled by children. In South Africa, learner mobility occurs from townships, rural and public schools as well as informal settlements and poor provinces to suburban, other township, private and inner city schools and better-resourced provinces.

Around the world, some countries like Belgium and the Netherlands have always had school choice, while others like many countries in Latin America have had never school choice. School choice in the United States and South Africa is used as a means of achieving 'equity and the right to choose' because they share a similar history of unequal and segregated education systems. Despite there being no government policies in South Africa, notions of school choice emerged after democracy. This served as an indicator of what families would do when given a choice to enrol their children in any school. Not only do parents choose to enrol their children in better-quality schools but they prefer English-medium schools as they feel that this leads to social and economic success. Parents who remove their children from township schools exercise the 'exit option' while those who choose to keep their children in these schools exercise the 'voice option'. The four major forms of school choice in South Africa are residential, private, intra-area and inter-area school choice.

The quality of syllabus and resource materials, school environment, staff, learner commitment and parental participation are the five broad sections emphasised in quality in education. Pull and push factors determine learner mobility. Pull factors attracting learners to a school include good matric results, learning opportunities, extracurricular activities, discipline, respect, better infrastructure and external influences. Push factors lead learners away from township schools which include the influence of ineffective management and leadership on school deterioration, the ineffective use of time, low morale of educators, the negative attitude of learners, curriculum issues, better learning opportunities, overcrowded classrooms, lack of discipline, strikes, lack of service delivery, abuse of learners, poor financial management, poor parental involvement, urbanisation of black families, poor infrastructure and resources. The three areas to improve quality at a local level in schools are as follows:

- It is necessary to emphasise teaching and learning.
- Conforming to a sense of urgency, responsibility and accountability within the school seems to be the main factor in "working schools".
- The educator is an essential but neglected resource in teaching and learning.

However, the adverse effects of school choice are that it results in discrimination and increased stratification through creaming and other processes. It fails to show equal

concern for all children. The majority of black learners are unable to attend better-quality schools because of economic constraints. School choice also allows rich schools to become wealthier and poor schools to become impoverished when learners leave schools in their areas.

Learner mobility has resulted in opportunities for higher levels of interracial contact while it has also served as a catalyst for re-segregation due to the fact that no white learners have enrolled in historically black schools. Similarly, in the United States, inter-district busing was used as a means of eliminating segregation amongst black and white learners. While black learners were transported to and from better schools by bus, white learners resisted going to black schools and remained in their schools close to home. Learner mobility is strongly linked to socioeconomic status which has resulted in a socially and educationally stratified education system. With the cost of school fees and transport, learners of a lower socioeconomic status run the risk of being left in the most poorly performing schools. Thus, learner mobility is an issue deeply entrenched in politics, economics and social intricacies.

5.5 PERTINENT FINDINGS OF THE EMPIRICAL INVESTIGATION

5.5.1 Length of school days

Travelling long distances to and from school directly and negatively affects learning. The findings indicate that the further the distance of the township from the school the longer the school day is for the learner. Some learners depart as early as 4:20 for school. Learners from Mabopane, Shoshanguve and Hammanskraal depart the earliest in the morning. The latest departure time is 6:30 am which are learners from Olievenhoutbosch. After school learners arrive home between 3:30pm and 5:30pm. Learners from Olievenhoutbosch arrive home the earliest and learners from Mabopane arrive home the latest. This means that the average school day for those learners interviewed is 10 hours long whereas an average school day is supposed to be about 5½ hours long. Not all learners get dropped off at the school gate. Some learners have to walk a further 10–20 minutes to get to school. Exhaustion is the primary physical effect of regular long-distance travel coupled with hunger which negatively affects learners' concentration in class. Long school days have a negative psychological effect on learners' attitude towards school. Learners do not like the long distances they have to travel, getting up so early and reaching home late. Learners

are also more likely to witness or be involved in accidents on the road which has a negative effect on learning in class.

5.5.2 Late-coming

When learners are late for school, learning is affected because they miss out on one or more lessons during the school day. This leads to learners not understanding certain sections of work which results in poor performance in assessment tasks. While the distance from school increases, so too do the reasons for late-coming, which has led to an escalation of the number of learners that come late to school daily. Learners who admitted that they were never late, left home very early to avoid late-coming. The reality is that the learners are at the mercy of the drivers and fellow learners that they travel with.

5.5.3 Effort of learners

In order for learners to perform well in school they need to put lots of effort into their schoolwork which is an important aspect of the learning process. Poor effort of learners affects learning negatively which in turn results in poor outcomes. Since long-distance travel leads to tiredness, this results in a lack of interest in schoolwork after school. Some learners have to first have a nap before attempting chores at home or schoolwork, while others do not attempt any schoolwork at all because of exhaustion. Despite learners saying that they do complete homework and study, educators had a different perspective on the situation. According to educators, tiredness due to long-distance travel results in learners not doing class work and homework at all. Coming late into the class results in learners not understanding what is required in assessments. Some learners also tend not to submit assessments at all. One educator also observed that this was more prevalent with learners travelling from Mabopane. These are learners that leave the earliest in the morning. The poor performance of learners in tests and examinations is directly attributed to the fact that they do not study at home due to tiredness from travelling long distances. Poor results are also due to absenteeism, which is sometimes out of their control. Learning is also affected when the majority of the learners choose not to attend intervention classes, despite having transport to go home after school. This results in learners missing out on crucial explanations of schoolwork which leads to poor results. Others choose not to attend and use the money given to them by parents for other purposes.

5.5.4 Pass rate

Prior to 1994, the school was rated as one of the best performing Indian schools under the House of Delegates, not only because of the high pass rate but also because of the high quality of passes achieved every year. After 1994, the school experienced a steady decline in the quality of passes. Some of the factors that contribute to this is learners travelling far from home, constant changes in the curriculum, the lack of a culture of teaching and learning and the gap between primary school and high school, being too wide for the learner. Also, there are few learners that are focused and interested in schooling. Learner mobility can be seen as one of the factors that contribute to a decline in learners' results.

5.5.5 Impact on lessons

For effective teaching and learning to take place, non-disruption of lessons and the regular attendance of learners are imperative. When learners come late to school, they tend to enter the classroom one by one which disrupts the lesson in progress, hence teaching gets disrupted. Frequent late-coming by learners' affects learning directly. It results in learners missing part or entire lessons. In subjects like mathematics, frequent late-coming has an even more detrimental effect on the learner. Learners often miss out on the introductory lessons which leaves them lost for the entire section. Even if learners attend entire lessons, long-distance travel affects learners' concentration because they are too tired. They often doze off in class even during the first period. According to the educators, learners do not attend intervention classes claiming lack of transport as a reason.

5.5.6 Learner behaviour

When learners display good behaviour in school, they tend to have positive outcomes. By travelling long distances and with close interaction with others, learners are more likely to be exposed to bad elements. Learners tend to pick up bad behaviour from others which ultimately filters into the school. This bad behaviour directly affects teaching and learning in class. Some learners attend classes under the influence of drugs. They show no interest in class, they sleep during lessons or are disruptive. When they are disruptive, it impacts the entire class; hence, the learning of other

learners is affected. The educator wastes time disciplining them and is prevented from teaching properly.

5.5.7 Impact on educators

In order for educators to perform to the best of their ability in class, they need to be stress-free and energetic. Learners' bad behaviour and the fact that some learners challenge educators because they feel that they are their educators' equals, puts a strain on educators. The lack of support from stakeholders also frustrates and demotivates educators. This has a negative impact on educators' performance in class.

5.5.8 Management of the school

Effective management of a school allows for effective teaching and learning to take place. When management of a school becomes difficult, it means that teaching and learning is also difficult. Despite working within the framework of policy when it comes to discipline, learner mobility creates distance between the parent and the school. Previously when learners resided and schooled in the same area, communication between parents and the school was easier and discipline problems were resolved almost immediately. Distance results in the school being unable to communicate with parents regarding negative learner behaviour. Even if parents are contacted, their child's behaviour often surprises them. This means that learners tend to take advantage of the distance between parents and the school by displaying bad behaviour. Bad behaviour from the township has also infiltrated the school. Not only has the number of discipline problems increased but the type of discipline problems has changed to more serious offences like gambling, theft, violence, and truancy on a large scale. This results in constant changes of management interventions keeping within the policy framework. Distance also makes the school unaware of the learners' socioeconomic background and their experiences at home. As a result, management has difficulty controlling learners which affects teaching and learning inside the classroom because problems cannot be solved effectively.

5.5.9 Parental involvement

Despite South Africa not having a school choice policy, parents have chosen to enrol their children in quality schools. Parents choose schools depending on the following

specifications: the quality of the school and educators, the type of learners and language, in particular English as a medium of instruction and not finding space in a school close by. This has led to an increase in learner mobility as these schools are not close to home. Learner mobility exposes learners to more dangers on the road which creates some concern for parents.

Participation of all stakeholders is imperative for the efficient running of the school. Parents play a vital part in their child's education not only at home but also at school. Due to the distance of home and school, parent turnout at school meetings is often poor. If parents do not attend these meetings, they are literally left out in the cold when it comes to their child's education. They are unaware of their child's progress as well as the functioning of the school. The non-participation of parents in school meetings can also result in the non-functioning of the SGB. This hampers the smooth functioning of the school which makes it difficult to manage the school efficiently. The long-distance between home and school literally places a gap between the parent and the educator. The lack of communication with parents results in teaching and learning being affected as learners continually behave badly in class and perform poorly in assessments.

Parent involvement in their child's schooling depends on their work commitments and whether or not they are living with their children. Work commitments such as working late and night shift was the main reason why parents could not attend school meetings and serve on the SGB. Sometimes distance between the parent and the child also hampers parent involvement. If parents do not live with their children, they are unaware of their progress in school. Parents are more likely to be unaware of school happenings when learners travel long distances and parents work late or night shifts.

5.6 CONCLUSIONS

This investigation looked at the impact of learner mobility on learning and teaching. Learner mobility not only affects learning and teaching directly but indirectly as well. Directly travelling long distances to and from school results in exhaustion, which, in turn, results in learners sleeping in class as well learners not doing homework or studying for tests/exams. Increased late-coming results in disruption of lessons and learners not understanding introductory lessons. Bad behaviour picked up from other learners in the same transport filters into the classroom. The educator ends up

disciplining rather than teaching, which in turn leads to frustration and demotivation. Indirectly, management of the school also becomes more difficult due to the scale of late-coming as well as increased and serious discipline problems faced daily. Furthermore, the school is unaware of the learners' home circumstances. Since quality schools are far from learners' homes, parents are also distanced from their child's schooling. Parents do not avail themselves to discuss learners progress or behaviour in school. They also cannot attend meetings or serve on the SGB. Hence, distance prevents all stakeholders from participating in the learners' education which is vital for success. Quality education should not only be accessible to all but should be accessible as close as possible to where they live for effective teaching and learning to take place.

5.7 RECOMMENDATIONS

In an attempt to decrease the negative impact of learner mobility on learning and teaching, the following recommendations are made:

- Since one of the reasons for learner mobility is that quality schools are far away from learners' residential areas, it is imperative that schools in townships be improved by providing resources to these under-resourced schools with facilities that make them quality schools.
- Since 1994, schooling became compulsory until Grade 9, and the number of schools that catered for large numbers of learners from townships were insufficient. New, fully resourced schools should be built in townships to cater for these numbers.
- If parents still insist on choosing schools that are far from their homes, then learners should attend boarding schools. If there are not enough boarding schools to cater for the large number of learners, new boarding schools should be built.
- Online learning should also be an alternative to attending school. Learners should be equipped with the necessary technological equipment and will not therefore be required to leave the comfort of their homes for schooling.
- A key component of quality schools are quality educators. One of the reasons parents choose schools far from home is that they do not have confidence in educators from township schools. Therefore, educators should be trained at entry

level into the profession as well as on an ongoing basis. Educators should be monitored regularly after training and should be held accountable for their actions.

- Educator training colleges should be reopened so that trainee educators get more practical experience before entering the profession.
- A number of new trainee educators should be sourced from learners at quality schools as they will enhance the quality of the township schools' educator component with their experience of having attended fully functional schools.
- The Department of Basic Education should impose strict discipline policies for learners to minimise disruptions during lessons and the smooth running of the school as well as to set an example to other learners of the consequences of bad behaviour.
- Many parents choose to enrol learners in English-medium schools. English should, therefore, be used as the language of learning and teaching in more township schools.
- Many parents are unaware of the vital role they play in their child's education. Regular workshops should be given to parents to inform them of what is required of learners academically, but also about the physical and mental development of children at each stage. In this way, parents will be better equipped to guide their children through their schooling career.

5.8 RECOMMENDATIONS FOR FURTHER RESEARCH

Since both primary and secondary school learners travel far from home to attend better schools, learner mobility probably has more of an impact on younger learners regarding teaching and learning. According to this study, learner mobility has a negative impact on learning and teaching. In order to understand the extent of the problem of learner mobility and teaching and learning, a detailed empirical investigation in both primary and secondary schools should be conducted throughout the country.

Technology has taken the world by storm. It is constantly advancing and rapidly changing the world. Online learning and teaching should be investigated as an alternative for school-going learners so that it can minimise learner mobility and the cost of schooling.

5.9 FINAL CONCLUSION

This study looked at how long terms of learner mobility affect learning and teaching. The main aims and objectives were met in the various chapters.

Findings indicate that learner mobility not only affects learning and teaching directly but indirectly as well. Learner mobility in South Africa can therefore be considered as one of the factors that affect learning and teaching.

Considering the findings, it can be concluded that learners need to have access to quality education close to home. This also implies that all stakeholders in the education process can be actively involved.

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APPENDICES

APPENDIX A: INTERVIEW GUIDE FOR LEARNERS

1. From which area do you travel to school?
2. What means of transport do you use to come to school?
3. Who else travels with your transport besides learners?
4. What time do you leave home in the morning?
5. Where do you get your transport in the morning?
6. What time do you arrive at school in the morning?
7. Where does your transport drop you off in the morning?
8. Mention any chores that you have before or after school?
9. What time do you reach home after school?
10. Are you able to do homework and study after school? If no, why?
11. How involved are your parents with your schoolwork?
12. Will your parents be able to come to school for meetings in the evening or weekends? If no, why?

APPENDIX B: INTERVIEW GUIDE FOR EDUCATORS

Many learners travel from far to school.

1. Explain how this impacts your teaching in class.
2. How does this affect classwork given to learners?
3. How does this affect assessments given to learners?
4. How does this affect tests/exams given to learners?
5. What do you notice about the behaviour of learners travelling from far to school?
6. How does this behaviour affect your teaching in class?
7. If you give intervention classes, how is the attendance?
8. What do you notice about the attendance of parents during parents' meetings?
9. Do you feel frustrated when teaching is hampered?
10. What causes this frustration?

APPENDIX C: SENIOR MANAGEMENT TEAM INTERVIEW GUIDE

1. Are the majority of the learners in your school travelling long distances from their communities to school?
2. Will the school face closure if those travelling long distances to school were not admitted?
3. How has managing the school changed since learners travelling long distances were admitted with regards to registration?
4. How has test and exam procedures been influenced by the admission of learners travelling long distances to school?
5. How has school management procedures changed with regards to learner behaviour since the admission of learners travelling long distances? If yes, please elaborate.
6. On average how many learners are late every day?
7. Are you able to contact parents when necessary? If no, why?
8. Prior to 1994 how has the matric pass rate been affected with regards to the quality of passes?
9. How effective is the SGB at your school?
10. Explain the turnout of parents for meetings.
11. What changes, if any, need to be made for effective running of the school?

APPENDIX D: INTERVIEW GUIDE FOR PARENTS

1. Why have you decided not to send your child to the school nearest to your home?
2. Are you able to attend meetings at school? If no, why?
3. Will you be able to serve on the School Governing Body? If no, why?
4. How involved are you in your child's schooling?
5. Does your child discuss happenings in school?
6. Do you see your child's report every term?
7. Do you have any concerns about the distance your child travels to school?

APPENDIX E: ETHICS APPROVAL FORM



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/08/16

Ref#: 2017/08/16/07521758/1/MC

Dear Ms Krishnan,

Name: Ms K Krishnan

Student#: 07521758

Decision: Ethics Approval from
2017/08/16 to 2020/08/16

Researcher:

Name: Ms K Krishnan

Email: komalakrishnan@ymail.com

Telephone#: 012 374 2471

Supervisor:

Name: Dr HJ Kriek

Email: kriekhj@unisa.ac.za

Telephone#: 012 429 6964

Title of research:

Learner mobility and teaching and learning: A case study of a secondary school in Gauteng

Qualification: M Ed in Curriculum Studies with specialisation in Didactics

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/08/16 to 2020/08/16.

The medium risk application was reviewed by the Ethics Review Committee on 2017/08/16 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:



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1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2020/08/16. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2017/08/16/07521758/1/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

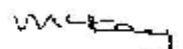
Kind regards,



Dr M Claassens

CHAIRPERSON: CEDU RERC

mcdtc@netactive.co.za



Prof V McKay

EXECUTIVE DEAN

Approved - decision template – updated 16 Feb 2017

APPENDIX F: GDE RESEARCH APPROVAL LETTER



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	22 May 2017
Validity of Research Approval:	06 February 2017 – 29 September 2017 2017/107
Name of Researcher:	Krishnan K
Address of Researcher:	P O Box 13270 Laudium 0037
Telephone Number:	012 374 2471 072 245 1763
Email address:	komalakrishnan@ymail.com
Research Topic:	Learner mobility and learning and teaching : A case study of Himalaya Secondary School in Gauteng
Number and type of schools:	One Secondary School
District/s/HO	Tshwane South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Handwritten signature and date: 22/05/2017
The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted: 1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

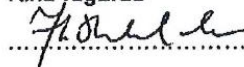
Email: Faith.Tshebalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 22/05/2017

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Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

APPENDIX G: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN TSHWANE SOUTH DISTRICT

Request for permission to conduct research at Himalaya Secondary School

Title of the research: Learner mobility and teaching and learning: A case study of a secondary school in Gauteng

10 May 2017

Deputy Chief Education Specialist

Department of policy and planning

Tel no: (012) 401 6326 e-mail: Sello.Ngwenya@gauteng.gov.za

Dear Mr. Sello Ngwenya

I, Komala Krishnan am doing research under supervision of Dr. H.J. Kriek, a senior lecturer in the Department of Educational Foundation towards a Masters' degree in Education at the University of South Africa.

The aim of the study is to explore the impact of learner mobility on learning and teaching.

Himalaya Secondary School has been selected because majority of the learners travel to school from surrounding townships in Pretoria which makes them key participants in this study. The researcher is also an educator at the school which makes collection of the data convenient for the researcher.

The study will entail the interviewing of learners, educators, a senior management team member as well as parents of learners. Interviews will take place on site at the school as well as telephonically after necessary consent forms have been signed first. The dates and times will be discussed with the principal of the school first so as to cause minimum disruption in the school day.

The identification of the effects of learner mobility on learning and teaching could assist the government in realising the importance of providing quality education for learners in the areas of their residence.

As the topic is non-sensitive, the potential risks, physically or otherwise, involved in this research, are very limited. Participation will be voluntary and participants' identities will be kept confidential and anonymous. Participants will be free to continue or withdraw from the study without any penalty.

There will be no reimbursement or any incentives for participation in the research.

The researcher will provide the necessary feedback regarding the outcome of the research to participants as they are entitled to it.

Yours sincerely

_____ (signature of researcher)

_____ (name of above signatory)

_____ (position of signatory)

APPENDIX H: TSHWANE SOUTH APPROVAL LETTER



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

Enquiries: S.G Ngwenya or L Masemola
Tel: (012) 401 6331/ 012 401 6326
Fax: (012) 401 6386
Email: Sello.Ngwenya@gauteng.gov.za or Lesego.Masemola@gauteng.gov.za
Ref: Partnerships (14/1/1/1)

RESEARCH APPROVAL

TO: KRISHNAN K (RESEARCHER)
FROM: MRS H E KEKANA
DIRECTOR: TSHWANE SOUTH DISTRICT
DATE: 30 MAY 2017
SUBJECT: APPROVED RESEARCH – KRISHNAN K

K Krishnan (Researcher)
P.O Box 13270
Luadium, Pretoria
02037
Contact Number: 012 374 2471; Mobile: 072 245 1763
e-mail: komalakrishnan@gmail.com

Cc: The Principal and SGB


1. The safety of all the learners and staff at the school must be ensured at all times.
2. All safety precautions must be taken by the researcher and the school. The Department of Education may not be held accountable for any injury or damage to property or any person/s resulting from this process.
3. The school/s must ensure that sound measures are put in place to protect the wellness of the researcher and his/ her property.

NB Kindly submit your report including findings and recommendations to the District at least two weeks after conclusion of the research. **The permission granted will expire on November 2017.**

You may be requested to participate in the Department of Education's mini-research conference to discuss your findings and recommendations with departmental officials and other researchers.

The District wishes you well.

Yours sincerely


Mrs. H.E Kekana
Director: Tshwane South District
Date : 31/05/2017

APPENDIX I: A LETTER REQUESTING PARENTAL CONSENT FOR MINORS TO PARTICIPATE IN THE RESEARCH PROJECT

Dear Parent

Your child is invited to participate in a study entitled **Learner mobility and teaching and learning: A case study of a Secondary School in Gauteng.**

I am undertaking this study as part of my master's research at the University of South Africa. The problem is that many learners travel long distances to access quality education. The purpose of the study is to find out exactly what impact long-distance travel has on teaching and learning. The possible benefits of the study could be used by the Gauteng Department of Education to improve access to quality education in areas that learners reside in. I am asking permission to include your child in this study because he/she travel long distances to school daily. I expect to have nine other children participating in the study.

If you allow your child to participate, I shall request him/her to:

- Take part in an interview at school after school hours.
- The identification of the effects of learner mobility on learning and teaching could assist the government in realising the importance of providing quality education for learners in the areas of their residence.
- There are no potential risks, physically or otherwise, involved in this research as the topic is non-sensitive. Participation will be voluntary and participants' identities will be kept confidential and anonymous. Participants will be free to continue or withdraw from the study without any penalty.
- There will be no reimbursement or any incentives for participation in the research.
- Feedback procedure will entail participants contacting the supervisor or researcher of this study for the outcome of the research. Contact details will be provided to them by the researcher.
- All interviews will be audio-recorded. I seek your permission for this as well.
- Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His/her responses will not be linked to his/her name or your name or

the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only.

- The only foreseeable risk to your child by participating in the study is that your child may experience discomfort by the questions asked. If this should occur your child will have the opportunity to withdraw from the interview process immediately without any penalty. Your child will receive no direct benefit from participating in the study; however, the possible benefit to education is that the Department of Education may use it to draw up policies in the future. Neither your child nor you will receive any type of payment for participating in this study.
- Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly, you can agree to allow your child to be in the study now and change your mind later without any penalty.
- In addition to your permission, your child must agree to participate in the study and you and your child will also be asked to sign the assent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child's participation in the study will be stored securely on a password locked computer in my locked cupboard for five years after the study. Thereafter, records will be erased.

The benefits of this study are that the Department of Education could realise the importance of providing quality education for learners in the areas that reside in.

Potential risks are that learners may feel some discomfort during the interview process and will be allowed to leave the interview process if they wish to without any penalty.

There will be no reimbursement or any incentives for participation in the research.

If you have questions about this study please ask me or my study supervisor, Dr. H.J. Kriek, Department of Educational Foundations, College of Education, University of South Africa. My contact number is 0722451763 and my e-mail is komalakrishnan@ymail.com. The e-mail of my supervisor is Kriekhj@unisa.ac.za. Permission for the study has already been given by the Department of Education and the Ethics Committee of the College of Education, UNISA.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child:

Sincerely

Parent/guardian's name (print) Parent/guardian's signature: Date:

Researcher's name (print)

Researcher's signature

Date:

APPENDIX J: REQUESTING ASSENT FROM SECONDARY SCHOOL LEARNERS

Learner mobility and learning and teaching: A case study of a Secondary School in Gauteng

Dear _____

Date _____

I am doing a study on the impact of learner mobility on learning and teaching as part of my studies at the University of South Africa. Your principal has given me permission to do this study in your school. I would like to invite you to be a very special part of my study. I am doing this study so that I can find ways that the Department of Education may use to improve the accessibility and quality of education for all. This may help you and many other learners of your age in different schools.

This letter is to explain to you what I would like you to do. There may be some words you do not know in this letter. You may ask me or any other adult to explain any of these words that you do not know or understand. You take a copy of this letter home to think about my invitation and talk to your parents about my invitation and talk to your parents about this before you decide if you want to be in this study.

I would like to involve you by interviewing you about how travelling from home and back affects your learning at school. Answering the questions in the interview will take no longer than 30 minutes.

I will write a report on the study but I will not use your name in the report or say anything that will let other people know who you are. Participation is voluntary and you do not have to be part of this study if you do not want to take part. If you choose to be in the study, you may stop taking part at any time without penalty. You may tell me if you do not wish to answer any of my questions. No one will blame or criticise you. When I am finished with my study, I shall give a short talk about some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk.

The benefits of this study are to highlight the importance of providing quality education that is accessible to all learners in South Africa.

Potential risks are none as the topic is non-sensitive.

You will not be reimbursed or receive any incentives for your participation in the research.

If you decide to be part of my study, you will be asked to sign the form below. If you have any other questions about this study, you can have your parent or another adult call me at **0722 451 763 (after 3:00pm)**. Do not sign the form until you have all your questions answered and understand what I would like you to do.

Researcher: Komala Krishnan Phone number: 0722 451 763

Do not sign the assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

WRITTEN ASSENT

I have read this letter which asks me to be part of a study at my school. I have understood the information about my study and I know what I will be asked to do. I am willing to be in the study.

Learner's name (print): Learner' signature: Date:

Witness's name (print): Witness's signature: Date:

(The witness is over 18 years old and present when signed.)

Parent/guardian's name (print): Parent/guardian's signature: Date:

Researcher's name (print): Researcher's signature: Date

APPENDIX M: LETTER REQUESTING ADULT PARTICIPATION IN AN INTERVIEW

Dear _____

This letter is an invitation to consider participating in a study. I, Komala Krishnan am conducting as part of my research as a master's student entitled **Learner mobility and learning and teaching: A case study of a Secondary School in Gauteng** at the university of South Africa. Permission for the study has been given by the Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The problem is that many learners travel long distances to school to access quality education. The importance of the impact of learner mobility on learning and teaching is a very relevant situation in South Africa currently in education is substantial and well documented. In this interview I would like to have your views and opinions on this topic. This information could be used to improve the access to quality education by all learners.

Your participation in this study is voluntary. It will involve a focus group interview of five people approximately 30 minutes in length to take place in a mutually agreed location at a time convenient to all participants. You may decline to answer any of the interview questions if you wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of your conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collection during this study will be retained on a password protected computer for 5 years in my locked cupboard.

The benefits of this study are to highlight the impact of learner mobility on learning and teaching and there are no known or anticipated risks to you as a participant in this study. You will not be reimbursed or receive any incentives for your participation in the research.

If you would like to be informed of the final research findings, please contact Dr H.J. Kriek on 012 429 6964 or e-mail kriekhj@unisa.ac.za. The findings are accessible for five years.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 0722 451 763 or by e-mail at komalakrishnan@yamil.com.

I look forward to speaking to you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form.

Yours sincerely

Researcher's name (print): Researcher's signature: Date:

CONSENT FORM

I have read the information presented in the information letter about the study in education. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio-recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print): _____

Participant Signature: _____

Researcher Name: (Please print) _____

Researcher Signature: _____

Date_____

APPENDIX K: FOCUS GROUP CONSENT AND CONFIDENTIALITY AGREEMENT

I _____ grant consent that the information I share during the focus group may be used by Komala Krishnan for research purposes. I am aware that the group discussions will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print) _____

Participant's Signature: _____

Researcher's Name (Please print): _____

Researcher's Signature: _____

Date: _____

APPENDIX L: TURNITIN RECEIPT

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LEARNER MOBILITY AND LEARNING AND TEACHING: A CASE STUDY AT A
SECONDARY SCHOOL IN PRETORIA

Submitted in fulfillment of the requirements
for the degree of

MASTER OF EDUCATION

in

Didactics

in the

COLLEGE OF EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR H.J. KRIEK

February 2020

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PRETORIA

Komala Krishnan

I declare that I have edited and proofread this THESIS. My involvement was restricted to language usage and spelling, completeness and consistency, referencing style and formatting of headings, captions and Tables of Contents. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 200 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to the date of this declaration.

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